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ABSTRACT

A supplement to six previous ERIC/CRESS bibliographies, the present bibliography was compiled to provide access to some of the latest resource material, research findings, and/or developments in Mexican American education. Part I of the present bibliography contains 205 citations and abstracts which appeared in the April 1975 through March 1976 issues of "Resources in Education" (RIE). Part II contains 80 journal article citations which appeared in "Current Index to Journals in Education" (CIJE) from April 1975 through March 1976. Entries cover such topics as bilingual education, English as a second language, Spanish, program evaluation, Chicanos, Spanish Americans, Spanish speaking, teacher education, language instruction, academic achievement, bilingualism, culture, ethnic studies, and reading instruction. A combined RIE and CIJE subject index is provided to assist the user in locating citations pertaining to a given subject area. Ordering information and a list of standing order microfiche collections are also included. (NQ)

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ED127053

# MEXICAN AMERICAN EDUCATION

## A SELECTED BIBLIOGRAPHY
## (with ERIC Abstracts)

ERIC/CRESS Supplement No. 6

ERIC/CRESS

July 1976

U S DEPARTMENT OF HEALTH,
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# MEXICAN AMERICAN EDUCATION

## A SELECTED BIBLIOGRAPHY

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CLEARINGHOUSE ON RURAL EDUCATION AND SMALL SCHOOLS (CRESS)
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Las Cruces, New Mexico 88003

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PREVIOUS BIBLIOGRAPHIES:

Mexican American Education, A Selected Bibliography. (ED 031 352) June 1969

Mexican American Education, A Selected Bibliography. Supplement No. 1 (ED 048 961) August 1971

Mexican American Education, A Selected Bibliography (with ERIC Abstracts). Supplement No. 2 (ED 065 217) May 1972

Mexican American Education, A Selected Bibliography (with ERIC Abstracts). Supplement No. 3 (ED 082 881) October 1973

Mexican American Education, A Selected Bibliography (with ERIC Abstracts). Supplement No. 4 (ED 097 187) October 1974

Mexican American Education, A Selected Bibliography (with ERIC Abstracts). Supplement No. 5 (ED 107 428) June 1975

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# INTRODUCTION

The Educational Resources Information Center (ERIC) is a federally funded national information system dedicated to the improvement of education through the dissemination of educational resources and research-related materials. ERIC aids school administrators, teachers, researchers, information specialists, professional organizations, students, and others in locating and using educational resources.

Each of the ERIC network centers focuses on a separate area (or areas) of education (for a listing of the individual clearinghouses, readers should consult a current issue of Resources in Education, formerly Research in Education). It is the responsibility of the ERIC Clearinghouse on Rural Education and Small Schools (CRESS) to collect materials related to rural education and small schools, and American Indian, Mexican American, migrant, and outdoor education and to input these materials into the national ERIC system.

A main function of the ERIC system is to process documents other than current journal articles for announcement in Resources in Education (RIE), a monthly publication containing abstracts of research, research-related reports, and resource materials in education as input by the various clearinghouses. In addition, ERIC compiles the Current Index to Journals in Education (CIJE), a monthly index which provides citations from over seven hundred major publications: journals, quarterlies, annuals, and yearbooks.

## About the Bibliography

The present bibliography was compiled to provide access to some of the latest resource material, research findings, and/or developments in Mexican American education. The present bibliography is a supplement to six previous

ERIC/CRESS publications. The previously published bibliographies, in conjunction with the present supplement, comprise a series of bibliographies designed to provide cumulative coverage of Mexican American education throughout the currently available issues of RIE and CIJE. (It should be noted that microfiche and hard copy prices in the previously published bibliographies do not reflect current ERIC Document Reproduction service pricing; however, prices given therein may be computed as per the instructions on the order blank appended to the present bibliography.)

Sources of Material

Resources in Education. Part I of the present supplement contains citations and abstracts which have appeared in RIE from the April 1975 issue through the March 1976 issue. RIE contains subject, author, and institution indexes, along with document resumes which include the ERIC accession number, author(s), title source(s), date of publication, ERIC Document Reproduction Service prices or an alternate availability, and the abstract.

For the subject index, two types of descriptive terms are available for RIE as well as CIJE: descriptors and identifiers. Descriptors are technically meaningful terms or short phrases that have incorporated into the Thesaurus of ERIC Descriptors. Descriptors are used to characterize the document and for indexing and retrieval purposes. Only major descriptors (those preceded by an asterisk) are used for indexing purposes in this bibliography.

Proper names of persons, geographical locations, trade names, and so on may be important in describing a document. These terms, called identifiers, are not found in the Thesaurus. Identifiers are included with the citations in RIE for descriptive purposes. Major identifiers (those preceded by an asterisk) are not indexed in this bibliography.

When using the RIE section of this bibliography, the reader is encouraged (1) to utilize the subject index in identifying relevant materials, (2) to examine the resumes to determine appropriateness of materials, and (3) to obtain microfiche or hard copy reproductions of documents from ERIC Document Reproduction Service. The reproductions must be ordered as described on the order blank appended to the present bibliographic supplement.

The reader is reminded that there are numerous complete microfiche collections of ERIC materials throughout the nation which may be used by the public. A list containing the locations of these standing orders may be found in Section IV of this publication.

Current Index to Journals in Education. Part II of this supplement, CIJE coverage, includes citations from CIJE beginning with the April 1975 issue and continuing through the March 1976 issue. Entries listed in the CIJE section of this bibliography are processed in a slightly different manner than are RIE citations. Brief annotations take the place of RIE abstracts. Furthermore, annotations are provided only when it is thought that the article being processed cannot be described adequately by a combination of major and minor descriptors, identifiers, and information in the title. Each journal citation includes the publication date, article title, personal author(s), journal title (sometimes abbreviated), and information on the volume, number, and pages, Please note that there are two CIJE entries per page.

Since CIJE entries are not available from ERIC Document Reproduction Service, the reader is encouraged to take advantage of his local library in locating the journals he wishes to use.

## The Subject Index

A combined RIE and CIJE index is provided at the end of the present bibliography to assist the user in locating citations pertaining to a given subject area within the realm of Mexican American education. The index terms, descriptors under which the citations were indexed in RIE and CIJE, are from the Thesaurus of ERIC Descriptors. Only major descriptors (those preceded by an asterisk) are indexed; major identifiers are not indexed in this bibliography.

Each citation in the bibliography is headed by an ERIC accession number. Entries from RIE are assigned an ED number; those from CIJE are assigned an EJ number. In both the RIE and CIJE sections, the citations appear in numerical order according to the accession number. The citations are referenced in the index by the accession number.

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Before ordering any item, the RIE citations should be double checked. If the citation carries the statement NOT AVAILABLE FROM EDRS, an alternate availability is given. If the citation carries the statement HC NOT AVAILABLE FROM EDRS, the publication is available in microfiche only from EDRS. If neither of the foregoing statements appears with the RIE citation, it may be assumed that the publication is available from EDRS in microfiche and hard copy. Please use the order blank appended to this bibliography when ordering microfiche or hard copy from EDRS.

## Document Contributions

Persons desiring to contribute materials such as those cited in this bibliography may do so by sending one copy (two if available) to:

ERIC/CRESS Acquisitions
New Mexico State University
Box 3 AP
Las Cruces, New Mexico 88003

# PART I: CITATIONS FROM RESOURCES IN EDUCATION

ACCESSION NUMBER: ED098553

PUBLICATION DATE: 74

TITLE: THE GROWTH AND DEVELOPMENT OF CHILDREN'S BOOKS ABOUT MEXICO AND MEXICAN AMERICANS.

PERSONAL AUTHOR: MOYER, DOROTHY CLAUSER

DESCRIPTOR: *CHILDRENS BOOKS; CHILDRENS LITERATURE; CONTENT ANALYSIS; DOCTORAL THESES; FICTION; ILLUSTRATIONS; LITERARY STYLES; *MEXICAN AMERICANS; *MEXICANS

DESCRIPTIVE NOTE: 380P.; ED.D. DISSERTATION, LEHIGH UNIVERSITY

TWO PURPOSES PROMPTED THIS STUDY: TO DETERMINE THE GROWTH AND DEVELOPMENT OF CHILDREN'S BOOKS ABOUT MEXICO AND MEXICAN-AMERICANS IN TERMS OF CONTENT, ILLUSTRATIONS, AND FORMAT, AND TO DETERMINE WHETHER THERE HAS BEEN A CHANGE IN THE IMAGE OF MEXICO THAT IS PORTRAYED IN THESE BOOKS. A TOTAL OF 661 CHILDREN'S BOOKS WERE EXAMINED TO DETERMINE THE NATURE AND ACCURACY OF THE INFORMATION PRESENTED ON THE LAND, THE HISTORY, THE PEOPLE AND THEIR WAYS OF LIFE, THE ROLE OF RELIGION, THE VALUE ORIENTATIONS OF THE PEOPLE, THE FAMILY UNIT AND THE LIFE CYCLE, THE ECONOMY, THE GOVERNMENT, THE EDUCATIONAL SYSTEM, AND THE ART AND CREATIVE EXPRESSION OF THE PEOPLE. BOOKS WERE GROUPED INTO FIVE PERIODS, WITHIN WHICH THEY WERE DIVIDED INTO THE CATEGORIES OF FICTION AND NONFICTION. FINDINGS SHOWED AN INCREASE THROUGH THE YEARS IN THE NUMBER OF BOOKS ON MEXICO AND ITS PEOPLE, AND EXPANSION OF THEME AND SUBJECT MATTER IN FICTION, AN INCREASE IN ACCURACY OF SUBJECT MATTER IN BOTH FICTION AND NONFICTION, AN IMPROVEMENT IN FORMAT OF FICTION AND NONFICTION, AN IMPROVEMENT IN THE IMAGE OF MEXICO IN FICTION THOUGH SOME STEREOTYPES STILL EXIST, A MORE THOROUGH AND ACCURATE TREATMENT OF MEXICO AND MEXICANS IN NONFICTION, AND A GENERALLY ACCURATE AND MEANINGFUL TREATMENT OF MEXICAN-AMERICANS IN NONFICTION. (AUTHOR/JM)

AVAILABILITY: UNIVERSITY MICROFILMS, P.O. BOX 1764, ANN ARBOR, MICHIGAN 48106 (ORDER NO. 74-21,432, MF-$4.00, XEROGRAPHY-$10.00)

DOCUMENT NOT AVAILABLE FROM EDRS

p 2 blank

ACCESSION NUMBER: ED098561

PUBLICATION DATE: 73

TITLE: A STUDY OF THE EFFECTS OF READING UPON THE ATTITUDES OF FIFTH GRADERS TOWARD MEXICAN AMERICANS.

PERSONAL AUTHOR: HOWELL, MARYON

DESCRIPTOR: *CHANGING ATTITUDES; DOCTORAL THESES; GRADE 5; *READING; READING INSTRUCTION; *READING RESEARCH; *SPANISH AMERICAN LITERATURE; *SPANISH AMERICANS

DESCRIPTIVE NOTE: 154P.; PH.D. DISSERTATION, SOUTHERN ILLINOIS UNIVERSITY

DESIGNED TO TEST THE EFFECTIVENESS OF READING AS A FACTOR IN CHANGING ATTITUDE, THIS STUDY WAS BASED ON THREE HYPOTHESES: READING TAUGHT IN THE NORMAL CLASSROOM COULD BE THE MEDIA THROUGH WHICH POSITIVE ATTITUDES TOWARD SPANISH AMERICANS ARE FOSTERED; THERE WOULD BE NO SIGNIFICANT DIFFERENCE BETWEEN THE SCORES OF BOYS AND GIRLS AND THE CHILDREN'S ATTITUDES; AND THERE WOULD BE NO SIGNIFICANT DIFFERENCE BETWEEN LEVELS OF INTELLIGENCE AND THE CHILDREN'S ATTITUDES. OF THE 137 FIFTH-GRADE SUBJECTS USED, 43 WERE USED AS A CONTROL GROUP, 45 AS A TEN-WEEK INSTRUCTION GROUP, AND 49 AS A FIVE-WEEK INSTRUCTION GROUP. TEN STORIES ABOUT MEXICAN AMERICANS, ALL PRESENTING POSITIVE ATTITUDES, WERE USED IN THE TWO INSTRUCTIONAL GROUPS. SIGNIFICANT DIFFERENCES WERE INDICATED FOR THE TEN-WEEK GROUP, FOR THREE OF FOUR EVALUATIONS: THE SEMANTIC DIFFERENTIAL, THE SOCIAL ATTITUDE SCALE, AND THE PURDUE MASTER ATTITUDE SCALE. ONLY ONE TEST--THE SOCIAL ATTITUDE SCALE--INDICATED SIGNIFICANCE FOR THE FIVE-WEEK INSTRUCTION GROUP. NEITHER SEX NOR INTELLIGENCE WAS FOUND TO PLAY A SIGNIFICANT ROLE IN DIFFERENTIATING ATTITUDES TOWARD MEXICAN AMERICANS. (AUTHOR/HOD)

AVAILABILITY: UNIVERSITY MICROFILMS, P.O. BOX 1764, ANN ARBOR, MICHIGAN 48106 (ORDER NO. 74-6211, MFILM $4.00, XEROGRAPHY $10.00)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED098641

PUBLICATION DATE: APR 74

TITLE: MEXICAN AMERICAN SELF-REFERENTS AND LINGUISTIC ATTITUDES.

PERSONAL AUTHOR: FLORES, NANCY DE LA ZERDA; WHITEHEAD, JACK

DESCRIPTOR: CLASS ATTITUDES; CULTURAL AWARENESS; *CULTURAL FACTORS; ETHNIC GROUPS; IDENTIFICATION; *LANGUAGE ROLE; *MEXICAN AMERICANS; *SELF CONCEPT; SOCIAL INFLUENCES; *SPANISH; SPANISH SPEAKING

DESCRIPTIVE NOTE: 13P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE INTERNATIONAL COMMUNICATION ASSOCIATION (NEW ORLEANS, LOUISIANA, APRIL 17-20, 1974)

IN ORDER TO DETERMINE WHETHER DIFFERENCES IN CHOICE OF ETHNIC SELF-REFERENT BY MEXICAN-AMERICANS REFLECT DIFFERENCES IN ETHNIC IDENTITY AND ATTITUDES TOWARD THEIR CULTURE, QUESTIONNAIRES WERE DISTRIBUTED AMONG MEXICAN-AMERICANS LIVING IN SAN ANTONIO. THE MEASURABLE CULTURAL ATTITUDE WAS THAT TOWARD LANGUAGE, SINCE TO THE MEXICAN-AMERICAN SPANISH IS THE PRIMARY SYMBOL OF LOYALTY. THE QUESTIONNAIRE CONTAINED 14 ATTITUDINAL STATEMENTS ABOUT LANGUAGE (SPANISH, ENGLISH, AND TEX-MEX--A REGIONAL SPANISH DIALECT), DEMOGRAPHIC INFORMATION, AND A LIST OF FIVE SELF-REFERENTS. ANALYSIS OF THE 160 COMPLETED SURVEYS REVEALED THAT 13 SUBJECTS IDENTIFIED THEMSELVES AS "MEXICANO," 68 AS "MEXICAN-AMERICAN," 18 AS "CHICANO," 12 AS "LATIN," AND 39 AS "AMERICAN OF MEXICAN DESCENT." THERE WERE SIGNIFICANT DIFFERENCES IN ATTITUDES AMONG THE VARIOUS SELF-REFERENT GROUPS, ALTHOUGH CENTRAL AMONG THE COMMON FEATURES WAS A LOYALTY TO SPANISH AS PART OF THE ETHNIC CULTURE. A LIST OF REFERENCES, A TABLE LISTING 14 LINGUISTIC ATTITUDE STATEMENTS, AND A TABLE OF DATA ANALYSIS CONCLUDE THIS PAPER. (JM)

6

ACCESSION NUMBER: ED098786

PUBLICATION DATE: OCT 73

TITLE: THE LEARNING OF ENGLISH SUPRASEGMENTAL RULES FOR STRESS AND FINAL SYLLABLES BY SPANISH SPEAKERS.

PERSONAL AUTHOR: HUTCHINSON, SANDRA P.

DESCRIPTOR: *ARTICULATION (SPEECH); *ENGLISH (SECOND LANGUAGE); ENGLISH PROGRAMS; INTONATION; LANGUAGE INSTRUCTION; LINGUISTIC THEORY; PHONOLOGY; PRONUNCIATION; *SPANISH; *SPANISH SPEAKING; *SUPRASEGMENTALS; SYLLABLES

DESCRIPTIVE NOTE: 14P.; PAPER PRESENTED AT THE MID-AMERICAN LINGUISTICS CONFERENCE (UNIVERSITY OF IOWA, OCTOBER 1973)

TWO EXPERIMENTS CONDUCTED AT THE UNIVERSITY OF TEXAS AT AUSTIN ARE DISCUSSED IN THIS PAPER. ONE EXPERIMENT DEALS WITH THE PRODUCTION OF FINAL SYLLABLE LENGTHENING AND STRESS IN SPANISH AND ENGLISH BY NATIVE SPANISH SPEAKERS LEARNING ENGLISH. THE OTHER EXPERIMENT DEALS WITH JUDGMENTS ABOUT THE SPANISH SPEAKERS' PRODUCTION OF ENGLISH BY NATIVE ENGLISH SPEAKERS. IN THE FORMER EXPERIMENT, DURATION AND FREQUENCY ARE MEASURED. FROM THESE MEASUREMENTS, FINAL SYLLABLE LENGTHENING AND DURATION AND FREQUENCY RATIOS BETWEEN STRESSED AND UNSTRESSED SYLLABLES ARE CALCULATED. IN THE LATTER EXPERIMENT, THE SPANISH SPEAKERS ARE RANKED ACCORDING TO THEIR OVERALL ENGLISH PRONUNCIATION ABILITY AS PERCEIVED BY NATIVE ENGLISH SPEAKERS. EXPLANATIONS ARE GIVEN FOR THE DURATIONAL AND FREQUENCY ADJUSTMENTS THE SUBJECTS MAKE FROM SPANISH TO ENGLISH, AND THE IMPLICATIONS OF THE EXPERIMENTAL RESULTS FOR ENGLISH TRAINING PROGRAMS FOR SPANISH SPEAKERS ARE DISCUSSED. (AUTHOR/FMP)

ACCESSION NUMBER: ED098824

PUBLICATION DATE: 73

TITLE: GUIDELINES FOR FOREIGN LANGUAGE EDUCATION IN THE SEVENTIES/SPANISH.

DESCRIPTOR: CURRICULUM DEVELOPMENT; *CURRICULUM GUIDES; EDUCATIONAL OBJECTIVES; ELEMENTARY EDUCATION; *ELEMENTARY SECONDARY EDUCATION; JUNIOR COLLEGES; JUNIOR HIGH SCHOOLS; *LANGUAGE INSTRUCTION; *LANGUAGE SKILLS; SECONDARY EDUCATION; *SECOND LANGUAGE LEARNING; SKILL DEVELOPMENT; *SPANISH; SPANISH AMERICAN LITERATURE; SPANISH CULTURE; SPANISH LITERATURE; TEACHING METHODS

DESCRIPTIVE NOTE: 69P.; FOR RELATED DOCUMENTS, SEE ED 098 823-827

IN ORDER TO EXPAND THE BASE OF FOREIGN LANGUAGE STUDY IN AN INCREASINGLY INTERNATIONAL SOCIETY, A GENERAL CURRICULUM GUIDE TO SPANISH INSTRUCTION HAS BEEN DEVELOPED FOR ALL GRADES FROM KINDERGARTEN THROUGH JUNIOR COLLEGE. THE GUIDE PROVIDES FOR THE COORDINATION OF LANGUAGE PROGRAMS AT ALL GRADE LEVELS WITHIN A SCHOOL SYSTEM. THE GUIDELINES, WHICH DESCRIBE LEARNING OBJECTIVES, TEACHING STRATEGIES, SUGGESTED ACTIVITIES, EVALUATION, AND BOTH TEXTUAL AND NONTEXTUAL RESOURCE MATERIALS FOR ALL EDUCATIONAL LEVELS, ARE GROUPED INTO SECTIONS FOR GRADES K-6, 7-8, 9-12, AND FOR JUNIOR AND COMMUNITY COLLEGES. DEVELOPMENT OF STUDENTS' EXPECTED MASTERY OF THE SPANISH LANGUAGE AND CULTURE IS TRACED IN AN OUTLINE OF SEQUENTIAL LANGUAGE INSTRUCTION PROGRAMS. EMPHASIS IS GIVEN TO INDIVIDUALIZED INSTRUCTION AND THE DEVELOPMENT OF LISTENING, SPEAKING, READING, AND WRITING SKILLS. A BIBLIOGRAPHY AND A LIST OF SOURCES OF AUDIOVISUAL AND OTHER INSTRUCTIONAL MATERIALS ARE APPENDED. (CK)

ACCESSION NUMBER: ED098975

PUBLICATION DATE: JUN 74

TITLE: BILINGUAL BICULTURAL MATERIALS; A LISTING FOR LIBRARY RESOURCE CENTERS.

DESCRIPTOR: *BIBLIOGRAPHIES; *BICULTURALISM; *BILINGUAL EDUCATION; BOOKS; EDUCATIONAL GAMES; ELEMENTARY GRADES; ELEMENTARY SCHOOL LIBRARIES; FILMSTRIPS; *INSTRUCTIONAL MATERIALS; INSTRUCTIONAL MATERIALS CENTERS; MEDIA SELECTION; MULTIMEDIA INSTRUCTION; PHONOTAPE RECORDINGS; READING MATERIALS; *SPANISH SPEAKING; VISUAL AIDS

IDENTIFIER: EL PASO PUBLIC SCHOOLS

DESCRIPTIVE NOTE: 76P.

THIS LISTING OF SPANISH-ENGLISH BILINGUAL/BICULTURAL MATERIALS FOR THE ELEMENTARY LEVEL IS THE END RESULT OF A MATERIALS EVALUATION CONDUCTED BY THE EL PASO PUBLIC SCHOOLS. THE CATALOG IS DIVIDED INTO SECTIONS BY TYPE OF MEDIA: KITS, SOUND FILMSTRIPS, FILMSTRIPS, RECORDINGS, SLIDES AND TRANSPARENCIES, GAMES AND MODELS, AND BOOKS ARE DISCUSSED. EACH ENTRY CONTAINS INFORMATION AS TO TITLE, PRODUCER, DATE OF PUBLICATION, TYPE OF MEDIUM, CONTENTS, PRICE, SUGGESTED DEWEY CLASSIFICATION, AND GRADE LEVEL. ALONG WITH INFORMATION AS TO THE SUITABILITY OF THE CONTENTS OF EACH ENTRY, A RECOMMENDATION IS MADE IN REGARD TO ACQUISITION BASED ON CLASSROOM USE OF THE MATERIAL IN MORE THAN ONE OF THE PARTICIPATING EL PASO ELEMENTARY SCHOOLS. APPENDICES LIST SOURCES AND ADDRESSES AS OF JANUARY, 1974, A COPY OF THE MATERIALS EVALUATION FORM USED IN THE PROJECT, AND THE NAMES OF THE EVALUATING TEACHERS, LISTED BY SCHOOL. (KC)

ACCESSION NUMBER: ED099152

PUBLICATION DATE: APR 73

TITLE: PATTERNS OF SPANISH EMIGRATION TO THE NEW WORLD (1493-1580). SPECIAL STUDIES NO. 34.

PERSONAL AUTHOR: BOYD-BOWMAN, PETER

DESCRIPTOR: AMERICAN HISTORY; DEMOGRAPHY; *ETHNIC ORIGINS; LAND SETTLEMENT; LATIN AMERICAN CULTURE; *LINGUISTIC PATTERNS; MEXICAN AMERICANS; *MIGRATION PATTERNS; POPULATION DISTRIBUTION; SPANISH AMERICANS; *SPANISH SPEAKING; STATISTICAL DATA; *WESTERN CIVILIZATION

IDENTIFIER: *NEW WORLD; SPAIN

DESCRIPTIVE NOTE: 100P.

THE FOUR PERIODS DISCUSSED IN THIS PUBLICATION COVER THE PATTERNS OF SPANISH EMIGRATION TO THE NEW WORLD, MAINLY ON THE REGIONAL LEVEL AND IN TERMS OF PERCENTAGES. THE EFFECTS OF THIS EMIGRATION ON THE VARIOUS SPANISH AMERICAN DIALECTS ARE DISCUSSED. IN THE INITIAL PERIOD (1493-1519), THE LARGEST SINGLE GROUP, IN EVERY YEAR AND ON ALL MAJOR EXPEDITIONS, WERE THE ANDALUSIANS, OF WHOM OVER 78 PERCENT CAME FROM THE TWO PROVINCES OF SEVILLA (58 PERCENT) AND HUELVA (20 PERCENT). IN THE SECOND PERIOD (1520-1539), THE CONQUESTS ON THE MAINLAND GREATLY INCREASED THE NUMBER OF DESTINATIONS THE EMIGRANT COULD ELECT. DURING THIS PERIOD, MEXICO FAILED IN ONLY ONE YEAR (1527) TO ATTRACT OVER 50 PERCENT OF THE EMIGRANTS. A CHAIN OF 4 PROVINCES (SEVILLA, BADAJOZ, CACERES, TOLEDO, SALAMANCA, AND VALLADOLID) ACCOUNTED FOR SLIGHTLY OVER HALF OF ALL EMIGRANTS TO THE NEW WORLD, WITH SEVILLE FURNISHING ONE OUT OF EVERY SIX MEN AND HALF OF ALL THE WOMEN. IN LATER PERIODS (1540-1559 AND 1560-1579), THERE WAS A SHARP REDUCTION IN THE PROPORTIONAL EMIGRATION TO SANTO DOMINGO, CENTRAL AMERICA, AND THE RIO DE LA PLATA; MEXICO, PERU, CHILE, AND THE NUEVO REINO DE GRANADA WERE EMERGING AS ALMOST INVARIABLE DESTINATIONS. BETWEEN 1560 AND 1579, ROUGHLY THREE OUT OF EVERY FOUR EMIGRANTS CAME FROM THE SOUTHERN HALF OF THE PENINSULA AND 28.5 PERCENT WERE WOMEN. (NQ)

AVAILABILITY: COUNCIL ON INTERNATIONAL STUDIES, STATE UNIVERSITY OF NEW YORK AT BUFFALO, 107 TOWNSEND HALL, BUFFALO, NEW YORK 14214 (SPECIAL STUDIES NO. 34; $2.50)

ACCESSION NUMBER: ED099448

PUBLICATION DATE: 68

TITLE: A COMMUNITY SELF-SURVEY SYSTEM: 1. INTERVIEW SCHEDULE; 2. THE SURVEY DIRECTOR'S MANUAL; 3. MANUAL FOR TRAINING LOCAL RESIDENTS AS INTERVIEWERS; 4. MANUAL FOR TRAINING CODERS AND CODE BOOK FOR THE INTERVIEW SCHEDULE.

PERSONAL AUTHOR: SHANNON, LYLE W.; AND OTHERS

DESCRIPTOR: *COMMUNITY SURVEYS; EMPLOYMENT PATTERNS; FAMILY CHARACTERISTICS; *FIELD INTERVIEWS; GROUP STATUS; HEALTH NEEDS; INCOME; LIFE STYLE; *MANUALS; MINORITY GROUPS; *POVERTY RESEARCH; RESEARCH METHODOLOGY; RESIDENTIAL PATTERNS; SOCIAL AGENCIES; *SPANISH SPEAKING

DESCRIPTIVE NOTE: 455P.

THIS BILINGUAL COMMUNITY SELF-SURVEY SYSTEM IS DESIGNED TO ASSESS THE LEVEL OF LIVING AND THE CULTURE OF POVERTY IN SEGMENTS OF ANY COMMUNITY OR IN THE ENTIRE COMMUNITY, WHETHER IT BE RURAL OR URBAN. THIS PROJECT WAS ORIGINALLY UNDERTAKEN IN JUNE 1966 FOR THE OFFICE OF ECONOMIC OPPORTUNITY. THE FOUR PARTS NOW PUBLISHED BY THE IOWA URBAN COMMUNITY RESEARCH CENTER ARE REVISED FROM A SYSTEM PRESENTED TO O.E.O. IN 1967. PART 1 IS AN ENGLISH LANGUAGE VERSION OF THE INTERVIEW SCHEDULE FOR A BILINGUAL COMMUNITY SELF-SURVEY SYSTEM. THE INTERVIEW SCHEDULE, DEVELOPED AND WRITTEN FOR USE IN BOTH SPANISH AND ENGLISH, DEALS WITH NINE CENTRAL TOPICS: PLACE OF WORK, RESIDENCE, AND MIGRATION; EMPLOYMENT AND UNEMPLOYMENT; FAMILY ORGANIZATION AND FAMILY PLANNING; INCOME AND EXPENDITURES; DIETARY PATTERNS AND STABILITY; HEALTH AND MEDICAL EXPERIENCE; LEVEL OF LIVING; EXPERIENCE WITH AND KNOWLEDGE OF PUBLIC AND PRIVATE SOCIAL AGENCIES; AND STATUS OF MINORITY GROUPS. THE INSTRUMENT WAS THOROUGHLY PRETESTED IN ITS ENTIRETY. IN ADDITION, INDIVIDUAL SECTIONS OF THE SCHEDULE PRESENTING UNUSUAL DIFFICULTY WERE SEPARATELY PRETESTED A NUMBER OF TIMES ON BOTH ANGLO AND MEXICAN-AMERICAN POPULATIONS IN THE IOWA CITY AREA. (AUTHOR/JM)

AVAILABILITY: UNIVERSITY OF IOWA, DEPT. OF SOCIOLOGY AND ANTHROPOLOGY, DIV. OF EXTENSION SERVICES, IOWA CITY, IOWA 52240 (PRICE NOT QUOTED)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED099449

PUBLICATION DATE: 74

TITLE: A LONGITUDINAL STUDY OF THE ECONOMIC ABSORPTION AND CULTURAL INTEGRATION OF MEXICAN-AMERICAN AND NEGRO IMMIGRANTS TO RACINE, WISCONSIN.

PERSONAL AUTHOR: SHANNON, LYLE W.; AND OTHERS

DESCRIPTOR: ACCULTURATION; BIAS; COMMUNITY SURVEYS; FIELD INTERVIEWS; *LONGITUDINAL STUDIES; *MEXICAN AMERICANS; *MIGRANTS; MIGRATION PATTERNS; *NEGROES; RACIAL DISCRIMINATION; RACIAL INTEGRATION; SOCIAL DISCRIMINATION; *SOCIAL INTEGRATION; SOCIAL STRUCTURE

IDENTIFIER: RACINE; WISCONSIN

DESCRIPTIVE NOTE: 45P.

THIS STUDY BEGAN IN 1958 AS AN INVESTIGATION OF THE ADJUSTMENT PROBLEMS OF MEXICAN-AMERICANS IN A HIGHLY VISIBLE BARRIO ON THE OUTSKIRTS OF RACINE, WISCONSIN. IT WAS BELIEVED THAT AN UNDERSTANDING OF THE PROCESS OF VALUE ASSIMILATION WOULD EXPLAIN THEIR SUCCESS OR LACK OF SUCCESS IN ADJUSTING TO ANGLO SOCIETY. HOWEVER, AS WE HAVE COME TO SEE IT, AND AS DOES ANYONE WHO HAS SEEN THE RESEARCH REPORTS, MOTIVATION, EDUCATION, AND EXPERIENCE PLAY A SMALLER PART IN DETERMINING HOW FAR PEOPLE RISE THAN IS USUALLY CONSIDERED TO BE THE CASE. WHEN THE STUDY BEGAN, NO ONE CONSIDERED IT A PROJECT ENCOMPASSING THE PROBLEMS OF PEOPLE IN THE NEGRO COMMUNITY (NEGROES WERE NOT INTERVIEWED UNTIL 1960) AS WELL AS IN THE MEXICAN-AMERICAN COMMUNITY, NOR HAD ANYONE CONSIDERED THE POSSIBILITY OF REINTERVIEWING EVERYONE 10 YEARS LATER, AS HAS BEEN DONE. WHILE THE RESEARCH NOW INCLUDES THE PROBLEMS OF BOTH THE MEXICAN-AMERICAN AND NEGRO COMMUNITIES, IT ALSO FOCUSSES ON THE ORGANIZATION OF THE ENTIRE CITY AND HOW THIS ORGANIZATION AFFECTS THE RELATIVE ECONOMIC ABSORPTION AND CULTURAL INTEGRATION OF ITS MOST RECENT IMMIGRANTS. THE RESEARCHERS NOW PERCEIVE THE SOCIAL AND ECONOMIC STATUS OF MEXICAN-AMERICAN AND NEGRO IMMIGRANTS AS A MATTER OF CONCERN TO THE ENTIRE COMMUNITY RATHER THAN AS AN ADJUSTMENT PROBLEM OF THE RESIDENTS OF THE BARRIO OR THE INNER CITY--AND A PROBLEM RELATED TO THE ORGANIZATION OF INDIVIDUALS. (AUTHOR/JM)

ACCESSION NUMBER: ED099460

PUBLICATION DATE: AUG 74

TITLE: PARENTS' COMMITTEE OF PUBLIC SCHOOL NO. 19, ET AL., PLANTIFFS, AGAINST COMMUNITY SCHOOL BOARD OF COMMUNITY BOARD DISTRICT NO. 14 OF THE CITY OF NEW YORK, ET AL., DEFENDANTS. . . NOTICE OF MOTION FOR PRELIMINARY INJUNCTION, COMPLETE WITH AFFIDAVITS; AND MEMORANDUM IN SUPPORT OF MOTION FOR PRELIMINARY INJUNCTION.

DESCRIPTOR: BOARDS OF EDUCATION; COURT CASES; *EDUCATIONAL OPPORTUNITIES; *ELEMENTARY SCHOOL STUDENTS; EQUAL EDUCATION; *FEDERAL COURT LITIGATION; GOVERNANCE; GOVERNING BOARDS; PARENT PARTICIPATION; PUERTO RICANS; SCHOOL ADMINISTRATION; SCHOOL COMMUNITY RELATIONSHIP; SCHOOL DISTRICTS; *SPANISH SPEAKING

IDENTIFIER: COMMUNITY SCHOOL BOARD 14; NEW YORK; *NEW YORK CITY

DESCRIPTIVE NOTE: 116P.; REPRODUCED FROM THE BEST AVAILABLE COPY; PARTS OF THIS DOCUMENT MAY NOT BE CLEARLY LEGIBLE DUE TO THE QUALITY OF PRINT OF THE ORIGINAL

THE PLAINTIFFS ARE SOME 30 PUERTO RICAN AND HISPANIC PARENTS AND THEIR 57 MINOR CHILDREN WHO ATTEND PUBLIC SCHOOL 19 (HEREINAFTER P.S. 19) IN BROOKLYN. THE DEFENDANTS ARE THE MEMBERS OF THE COMMUNITY DISTRICT SCHOOL BOARD NUMBER 14 AND OF THE NEW YORK CITY BOARD OF EDUCATION. THE COMMUNITY SUPERINTENDENT WILLIAM ROGERS AND CHANCELLOR IRVING ANKER ARE ALSO DEFENDANTS. THE COMPLAINT CHARGES DEFENDANTS WITH DISCRIMINATORILY DENYING PLANTIFFS AN EQUAL EDUCATIONAL OPPORTUNITY. DEFENDANTS HAVE CONTINUALLY MAINTAINED SPLIT-SESSION CLASSES AT P.S. 19 SINCE THE 1961-1962 SCHOOL YEAR. THE MAINTENANCE OF THESE CLASSES HAS CAUSED PLAINTIFFS TO LOSE ONE HOUR A DAY OF EDUCATION OR EFFECTIVELY A DAY A WEEK OF INSTRUCTION. IN RESPONSE TO THE FILING OF THIS LAWSUIT, SIX DEFENDANT MEMBERS OF THE COMMUNITY SCHOOL BOARD PASSED A RESOLUTION CALLING FOR THE TRANSFER OF SOME OF THE FOURTH AND ALL OF THE FIFTH GRADE CLASSES TO PUBLIC SCHOOL 122. IF DEFENDANTS' PLAN IS NOT ENJOINED, PLANTIFFS WILL ATTEND THREE SEPARATE ELEMENTARY SCHOOLS IN THREE SEPARATE NEIGHBORHOODS BEFORE ENTERING SEVENTH GRADE IN A JUNIOR HIGH SCHOOL. THE EDUCATORS WHO HAVE SUBMITTED AFFIDAVITS TO THE COURT ALL ATTEST TO THE SERIOUS AND IRREPARABLE HARM THAT WILL RESULT IF THE TRANSFER IS NOT ENJOINED. ON JUNE 12, 1974 THE PARENTS AT P.S. 19 VOTED ALMOST UNANIMOUSLY AGAINST THE TRANSFER. THE PARENTS FAVOR USE OF THE COMMUNITY SCHOOL DISTRICT OFFICES. (AUTHOR/JM)

ACCESSION NUMBER: ED099702

PUBLICATION DATE: SEP 70

TITLE: ACADEMIC PERFORMANCE OF MEXICAN-AMERICAN EDUCATIONAL OPPORTUNITY GRANT RECIPIENTS.

PERSONAL AUTHOR: IMMENHAUSEN, RICHARD L.

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; COLLEGE STUDENTS; COMPARATIVE ANALYSIS; ETHNIC GROUPS; GRADE POINT AVERAGE; *GRADE PREDICTION; *LOWER CLASS STUDENTS; *MEXICAN AMERICANS; RESEARCH PROJECTS; *SOCIOECONOMIC BACKGROUND

IDENTIFIER: EDUCATIONAL OPPORTUNITY GRANTS

DESCRIPTIVE NOTE: 14P.; IN PARTIAL FULFILLMENT FOR THE DEGREE SPECIALIST IN EDUCATION, UNIVERSITY OF THE PACIFIC

THIS PAPER ANALYZES THE CORRELATION BETWEEN ACT SCORES AND GRADE POINT AVERAGE FOR MEXICAN-AMERICAN STUDENTS. SPECIFICALLY, IT COMPARES THE FIRST SEMESTER GRADES OF 32 MEXICAN-AMERICAN STUDENTS (GROUP I) AND 32 NON-MEXICAN-AMERICAN STUDENTS (GROUP II) WHO HAD COMPARABLE ECONOMIC NEED AND COMPARABLE SCORES ON THE ACT. ONLY STUDENTS WHO COMPLETED THE FIRST COLLEGE SEMESTER WERE INCLUDED IN THE STUDY. IN COMPARING THE FIRST SEMESTER GRADES OF GROUP I AND GROUP II IT WAS FOUND THAT THERE WAS A SIGNIFICANT CORRELATION BETWEEN ACT SCORES AND GPA FOR BOTH GROUPS. THE AUTHOR CONCLUDES THAT (1) ACT SCORES ARE A REASONABLY SATISFACTORY PREDICTOR OF INITIAL ACADEMIC SUCCESS FOR MEXICAN-AMERICANS AS WELL AS NON-MEXICAN-AMERICANS; AND (2) STUDENTS FROM LOWER SOCIOECONOMIC BACKGROUNDS ARE SUFFICIENTLY SIMILAR, REGARDLESS OF ETHNIC BACKGROUND. (AUTHOR/HMV)

ACCESSION NUMBER: ED099871

PUBLICATION DATE: AUG 74

TITLE: THE MODIFICATION OF SELECTED DISTINCTIVE FEATURE RULES OF ENGLISH IN SPANISH SPEAKING ADULTS.

PERSONAL AUTHOR: BROADHEAD, SANDRA STOLWORTHY

DESCRIPTOR: ADULTS; *ARTICULATION (SPEECH); ENGLISH (SECOND LANGUAGE); *PHONEMES; *PHONOLOGY; *SPANISH SPEAKING; *SPEECH THERAPY

DESCRIPTIVE NOTE: 39P.; M.A. THESIS, NEW MEXICO STATE UNIVERSITY

THIS STUDY HAD A TWO-FOLD PURPOSE. IT WAS CONCERNED BOTH WITH THE EFFECT OF PROGRAMED ARTICULATION THERAPY ON SPANISH-SPEAKING SUBJECTS AND WITH THE ROLE THAT DISTINCTIVE FEATURES PLAY ON THE PHONOLOGICAL RULES THAT AFFECT ARTICULATION OF THREE ENGLISH PHONEMES. FOURTEEN ADULT SPANISH-SPEAKING SUBJECTS WERE INVOLVED AND EACH DEMONSTRATED A FUNCTIONAL MISARTICULATION. PROGRAMED THERAPY PROVED TO BE A SUFFICIENT TECHNIQUE FOR IMPROVING MISARTICULATION FOR TWO OF THE THREE PHONEMES. A COMPARISON BETWEEN THE SPANISH DISTINCTIVE FEATURES AND THE ENGLISH DISTINCTIVE FEATURES PROVED THAT SPANISH SUBJECTS SUBSTITUTED KNOWN SPANISH DISTINCTIVE FEATURES FOR UNKNOWN ENGLISH DISTINCTIVE FEATURES, THUS EXPLAINING SEVERAL MISARTICULATIONS. THESE RESULTS ARE IMPORTANT TO THE THERAPIST, FOR THEY POINT TO AN EFFICIENT THERAPY PROGRAM AND SHOW THAT BY LOOKING AT THE UNDERLYING RULES IT IS POSSIBLE TO GAIN A BROADER AND MORE COMPLETE PICTURE OF WHAT CREATES THE MISARTICULATIONS IN EACH OF THE SPANISH-SPEAKING ADULTS. (AUTHOR/JM)

ACCESSION NUMBER: ED100143

PUBLICATION DATE: MAR 74

TITLE: THE PRODUCTION AND RECOGNITION OF GRAMMATICAL AND UNGRAMMATICAL ENGLISH WORD SEQUENCES BY BILINGUAL CHILDREN.

PERSONAL AUTHOR: PIALORSI, FRANK PAUL

DESCRIPTOR: *BILINGUAL EDUCATION; *BILINGUAL STUDENTS; *ELEMENTARY EDUCATION; *ENGLISH (SECOND LANGUAGE); GRAMMAR; INTERFERENCE (LANGUAGE LEARNING); LANGUAGE PROGRAMS; LANGUAGE RESEARCH; LANGUAGE TESTS; LINGUISTIC COMPETENCE; LINGUISTIC PERFORMANCE; SECOND LANGUAGE LEARNING; *SPANISH SPEAKING; SYNTAX

DESCRIPTIVE NOTE: 21P.; PAPER PRESENTED AT THE ANNUAL MEETING OF TESOL (8TH, DENVER, COLORADO, MARCH 1974)

THE PRESENT PAPER REPORTS ON A STUDY CONDUCTED IN 1973, DESIGNED TO MEASURE THE ENGLISH COMPETENCE AND PERFORMANCE OF BILINGUAL FOURTH GRADERS IN SELECTED SCHOOLS IN SOUTHERN ARIZONA AND THE EXTENT TO WHICH THE FIRST LANGUAGE (SPANISH) INTERFERED WITH THE SECOND (ENGLISH). THE STUDY ALSO ATTEMPTED TO DETERMINE WHICH PATTERNS MIGHT YET BE UNLEARNED BY BOTH NATIVE ENGLISH SPEAKERS AND NONNATIVE ENGLISH SPEAKERS. A TEST OF BASIC ENGLISH SENTENCE TYPES FOR BILINGUAL CHILDREN WAS CONSTRUCTED AND ADMINSTERED TO 90 NATIVE SPANISH-SPEAKING FOURTH GRADERS WHO HAD PARTICIPATED FOR THREE OR MORE YEARS IN ANY OF THREE BILINGUAL PROGRAMS OR ANY OF TWO NONBILINGUAL PROGRAMS.THE GROUPS WERE FURTHER CLASSIFIED AS URBAN AND BORDER. IN ADDITION, PART 1 OF THE TEST WAS GIVEN TO 20 NATIVE ENGLISH SPEAKERS AT THE FOURTH GRADE LEVEL. IT WAS CONCLUDED THAT: (1) THE NATIVE ENGLISH SPEAKERS HAD LESS DIFFICULTY IN IDENTIFYING THE CORRECT SENTENCE TYPES THAN THE BILINGUAL GROUPS HAD; (2) THE NATIVE SPANISH-SPEAKING GROUPS SHOWED NO SIGNIFICANT DIFFERENCES IN THEIR PRODUCTION PERFORMANCES; (3) THE NONBILINGUAL PROGRAM GROUPS SEEM TO HAVE AN ADVANTAGE IN THEIR ABILITY TO IDENTIFY CORRECT ENGLISH SEQUENCES. APPENDED TO THE REPORT ARE THE PERSONAL DATA SHEET COMPLETED BY THE STUDENTS, TEST DESIGNS, AND PARTS 1 AND 2 OF THE TEST. (AUTHOR/PMP)

ACCESSION NUMBER: ED100538

PUBLICATION DATE: APR 74

TITLE: PERSPECTIVES OF ADJUSTMENT: RURAL CHICANO YOUTH. VOLUME 1 OF A FOUR VOLUME FINAL REPORT.

PERSONAL AUTHOR: HENRY, WILLIAM F.; MILES, GUY H.

DESCRIPTOR: BILINGUAL EDUCATION; DROPOUT RATE; EMPLOYMENT OPPORTUNITIES; FIELD INTERVIEWS; INDIVIDUAL CHARACTERISTICS; *LITERATURE REVIEWS; *MEXICAN AMERICANS; MIGRANT EDUCATION; OCCUPATIONAL ASPIRATION; RESEARCH; *RURAL YOUTH; SELF CONCEPT; *SOCIAL ADJUSTMENT; *VOCATIONAL ADJUSTMENT; YOUTH PROGRAMS

IDENTIFIER: HYPOTHESIS FORMULATION; RURAL URBAN MIGRATION; *SOUTHWEST

DESCRIPTIVE NOTE: 80P.; FOR RELATED DOCUMENTS, SEE ED 100 539-541

THE OBJECTIVE OF THIS VOLUME (FINDINGS OF THE FIRST 2 PHASES OF A 4 PHASE RESEARCH PROGRAM) WAS TO DEVELOP HYPOTHESES (TO BE TESTED IN FUTURE FEDERAL YOUTH PROGRAMS) ABOUT THE CRITICAL VARIABLES AFFECTING THE SOCIAL AND OCCUPATIONAL ADJUSTMENT OF RURAL YOUTH OF SPANISH SURNAME. SOME 59 HYPOTHESES WERE DERIVED FROM A LITERATURE SURVEY, SUPPLEMENTED BY PERSONAL INTERVIEWS WITH CHICANO AND ANGLO LEADERS IN THE RURAL SOUTHWEST, CHICANO EXPERTS, CHICANOS OF ALL AGES, AND PERSONS FAMILIAR WITH PROBLEMS OF MIGRATING CHICANO YOUTH (RURAL TO URBAN). FACTORS SURVEYED AND EXAMPLES OF HYPOTHESIS TOPICS INCLUDED: THE CHANGING RURAL ECONOMIC ENVIRONMENT (DECLINING NEED FOR AGRICULTURAL WORKERS CREATES UNEMPLOYMENT PROBLEMS FOR CHICANOS, AS 50 PERCENT WORK IN BLUE COLLAR AND AGRICULTURAL JOBS); CHARACTERISTICS OF CHICANO YOUTH (LOW STANDARD IQ SCORES, LOW OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS, LOW SELF CONCEPT); THE EDUCATION SYSTEM (FEW TEACHERS WITH ADEQUATE KNOWLEDGE OF CULTURAL FACTORS OR BILINGUAL PROGRAMS, MIGRANT YOUTH SEGREGATION, ETC.); RESPONSE OF RURAL CHICANO YOUTH TO EDUCATIONAL SYSTEM (VOCATIONAL RATHER THAN ACADEMIC ORIENTATION, HIGH DROPOUT RATES DUE TO FEELINGS OF INFERIORITY, NEED FOR MONEY, ETC.); RURAL TO URBAN MIGRATION (SUCCESSFUL ADJUSTMENT REQUIRES ENGLISH LANGUAGE FACILITY, ACHIEVEMENT ORIENTATION, EDUCATION, ETC.). (JC)

AVAILABILITY: NATIONAL TECHNICAL INFORMATION SERVICE, SPRINGFIELD, VIRGINIA 22151

ACCESSION NUMBER: ED100540

PUBLICATION DATE: SEP 74

TITLE: AN ANALYSIS OF THE OCCUPATIONAL ADJUSTMENT OF SPANISH-SURNAME YOUTH FROM THE RURAL SOUTHWEST. VOLUME 3 OF A FOUR VOLUME FINAL REPORT.

PERSONAL AUTHOR: HENRY, WILLIAM F.; MILES, GUY H.

DESCRIPTOR: COMPARATIVE ANALYSIS; EDUCATIONAL ASSESSMENT; EMPLOYMENT OPPORTUNITIES; *HYPOTHESIS TESTING; JOB MARKET; LONGITUDINAL STUDIES; *MEXICAN AMERICANS; OCCUPATIONAL ASPIRATION; RURAL ENVIRONMENT; *RURAL YOUTH; *SOCIAL ADJUSTMENT; SURVEYS; TABLES (DATA); *VOCATIONAL ADJUSTMENT

IDENTIFIER: RURAL URBAN MIGRATION; *SOUTHWEST

DESCRIPTIVE NOTE: 140P.; FOR RELATED DOCUMENTS, SEE ED 100 538-541

A 1972 FOLLOW-UP STUDY OF 282 SPANISH-SURNAME AND 176 ANGLO YOUTHS WHO GREW UP IN THE RURAL SOUTHWEST ANALYZED DATA (RESULTS TO BE USED TO DEVELOP FUTURE FEDERAL PROGRAMS) ON OCCUPATIONAL AND SOCIAL ADJUSTMENT. SURVEYED 7 YEARS AFTER 8TH GRADE GRADUATION, EACH SUBJECT REPRESENTED 1 OF 14 RURAL COUNTIES WITH 10 PERCENT OR MORE SPANISH-SURNAME POPULATION. AREAS SURVEYED INCLUDED THE CHANGING RURAL ENVIRONMENT, THE RURAL EDUCATION SYSTEM, EDUCATIONAL RESPONSE, RURAL TO URBAN MIGRATION, AND OCCUPATIONAL ADJUSTMENT. OVER 60 HYPOTHESES DEVELOPED FROM A PREVIOUS STUDY, "PERSPECTIVES OF ADJUSTMENT: RURAL CHICANO YOUTH", WERE TESTED; SOME HYPOTHESES WERE FOUND TO BE VALID, SOME INVALID; OTHERS PRODUCED NEW FACTORS. FOR EXAMPLE, THE HYPOTHESIS THAT THERE WAS A STRONGER RELATIONSHIP AMONG CHICANO YOUTH THAN AMONG ANGLO YOUTH BETWEEN FAMILY INCOME AND HIGH SCHOOL COMPLETION PROVED INVALID; THAT MORE CHICANO YOUTHS THAN COMPARABLE ANGLOS REPORT FEELINGS OF DISCRIMINATION AND DISCRIMINATORY EMPLOYMENT PRACTICES PROVED PARTIALLY VALID (FEELINGS OF DISCRIMINATION WERE VALID, BUT ALMOST NO ONE IN EITHER GROUP ATTRIBUTED EMPLOYMENT DIFFICULTIES TO DISCRIMINATION); THAT RURAL CHICANO YOUTHS WHO MIGRATE TO THE CITY OBTAIN HIGHER PAYING JOBS THAN THOSE REMAINING IN RURAL AREAS PROVED VALID, THOUGH THE URBAN JOBS WERE NOT MORE SKILLED. (JC)

AVAILABILITY: NATIONAL TECHNICAL INFORMATION SERVICE, SPRINGFIELD, VIRGINIA 22151

ACCESSION NUMBER: ED100541

PUBLICATION DATE: SEP 74

TITLE: AN EXPERIMENTAL PROGRAM FOR ETHNIC MINORITY YOUTH FROM THE RURAL SOUTHWEST. VOLUME 4 OF A FOUR VOLUME FINAL REPORT.

PERSONAL AUTHOR: MILES, GUY H.; HENRY, WILLIAM F.

DESCRIPTOR: *AMERICAN INDIANS; ANGLO AMERICANS; BILINGUALISM; DROPOUT PREVENTION; *MEXICAN AMERICANS; POST SECONDARY EDUCATION; PROGRAM COORDINATION; PROGRAM DEVELOPMENT; *RURAL AREAS; SECONDARY EDUCATION; SELF ACTUALIZATION; SOCIAL ADJUSTMENT; SUPPLEMENTARY EDUCATION; *VOCATIONAL ADJUSTMENT; *YOUTH PROGRAMS

IDENTIFIER: NAVAJOS; PAPAGOS; RURAL URBAN MIGRATION; *SOUTHWEST

DESCRIPTIVE NOTE: 68P.; FOR RELATED DOCUMENTS, SEE ED 100 538-540

AS PART OF A STUDY DESIGNED TO DEVELOP YOUTH PROGRAMS WHICH WOULD MAXIMIZE SOCIAL AND OCCUPATIONAL ADJUSTMENT OF MINORITIES IN THE RURAL SOUTHWEST, THIS REPORT CONTAINS A DETAILED DESCRIPTION OF THE GENERAL FRAMEWORK AND/OR TENTATIVE GUIDELINES FOR A CHICANO YOUTH PROGRAM. ALSO INCLUDED ARE OPERATING PRINCIPLES FOR AN AMERICAN INDIAN PROGRAM DERIVED FROM STUDY OF NAVAJO AND PAPAGO YOUTH. THE CHICANO PROGRAM FOCUSES ON DROPOUT PREVENTION BASED ON THE RELATIONSHIP BETWEEN LACK OF FORMAL EDUCATION AND UNEMPLOYMENT. AS A COMPREHENSIVE, COORDINATED IN-SCHOOL/OUT-OF-SCHOOL PROGRAM DESIGNED TO MEET NEEDS OF RURAL YOUTH (BOTH CHICANO AND ANGLO FROM 8TH GRADE THROUGH 20 YEARS), THIS PROGRAM WOULD: SUPPLEMENT ESTABLISHED SERVICES; EMPHASIZE THE PRAGMATIC ASPECTS OF BILINGUALISM; AND MERGE THE CONCEPTS OF AN "EDUCATIONAL" PROGRAM (IN-SCHOOL) WITH "MANPOWER TRAINING" (OUT-OF-SCHOOL). THE OPERATING PRINCIPLES FOR THE INDIAN PROGRAM EMPHASIZE COORDINATION BETWEEN ON-RESERVATION AND OFF-RESERVATION PROGRAMS; INDIAN INVOLVEMENT IN POLICIES, PROCEDURES, ETC.; AND TOTAL FEDERAL SUPPORT ON A PERMANENT BASIS. ON-RESERVATION GOALS EMPHASIZE TEACHING USEFUL JOB SKILLS AND PROVIDING PRACTICAL EXPERIENCES WHICH DEFINE WAYS INDIAN YOUTH CAN HELP THEIR PEOPLE. OFF-RESERVATION GOALS EMPHASIZE GETTING ALONG IN THE ANGLO CULTURE, BUT FROM AN INDIAN POINT OF VIEW, CONSIDERING SUCH QUESTIONS AS HOW THE ANGLO WORK SYSTEM OPERATES. (JC)

AVAILABILITY: NATIONAL TECHNICAL INFORMATION SERVICE, SPRINGFIELD, VIRGINIA 22151

ACCESSION NUMBER: ED100548

PUBLICATION DATE: APR 74

TITLE: MEXICAN AMERICAN EDUCATION STUDY. REPORT 1: EMPLOYMENT, ENROLLMENT, AND SCHOOL SUCCESS OF MEXICAN AMERICANS.

PERSONAL AUTHOR: EVANS, CHARLES L.

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; COMPARATIVE STATISTICS; CULTURAL BACKGROUND; DROPOUT RATE; *EDUCATIONAL ASSESSMENT; *ELEMENTARY SECONDARY EDUCATION; EMPLOYMENT PRACTICES; FAILURE FACTORS; *MEXICAN AMERICANS; MINORITY GROUP TEACHERS; PUBLIC POLICY; *SCHOOL PERSONNEL; *STUDENT ENROLLMENT; STUDENT TEACHER RATIO; TEACHER BACKGROUND

IDENTIFIER: CHICANOS

DESCRIPTIVE NOTE: 90P.; FOR RELATED DOCUMENT, SEE ED 086 407

IN THIS REPORT DATA WERE PATTERNED AFTER THE FIRST TWO OF A SERIES OF REPORTS MADE BY THE U.S. COMMISSION ON CIVIL RIGHTS ON THE EDUCATIONAL STATUS OF MEXICAN AMERICANS IN THE SOUTHWEST. DATA RELATIVE TO THE ENROLLMENT, EMPLOYMENT, AND SCHOOL SUCCESS OF MEXICAN AMERICANS IN THE FORT WORTH INDEPENDENT SCHOOL DISTRICT (FWISD) WERE REPORTED (1972-73). DATA WERE GATHERED FROM 27 ELEMENTARY, 6 MIDDLE, AND 3 HIGH SCHOOLS OF AT LEAST 10 PERCENT MEXICAN AMERICAN ENROLLMENT. SOME FINDINGS WERE: (1) CHICANO ENROLLMENT WAS PROPORTIONATELY LESS IN FWISD THAN IN TEXAS OR THE SOUTHWEST; (2) DIFFERENCES BETWEEN PROPORTIONS OF CHICANO STUDENTS AND CHICANO TEACHERS WERE SIMILAR, BUT SOMEWHAT LARGER THAN THOSE IN TEXAS OR THE SOUTHWEST; (3) CHICANO TEACHERS WERE NOT ASSIGNED PRIMARILY TO SCHOOLS OF LARGE CHICANO ENROLLMENT; (4) CHICANO STUDENT ACADEMIC ACHIEVEMENT WAS LOW, DECREASING WITH GRADE LEVEL INCREASE; AND (5) LARGER PROPORTIONS OF CHICANO HIGH SCHOOL STUDENTS DROPPED OUT OF SCHOOL THAN DID ANGLOS. BASIC PRINCIPLES RELATIVE TO ALL SPECIFIC RECOMMENDATIONS GOVERNING CHICANO EDUCATIONAL REFORM WERE: (1) INCORPORATION OF CHICANO LANGUAGE, HISTORY, AND CULTURE AS INTEGRAL PARTS OF THE EDUCATIONAL PROCESS; (2) FULL REPRESENTATION IN DECISION MAKING POSITIONS WHICH DETERMINE OR INFLUENCE EDUCATIONAL POLICY; AND (3) REORDERING OF ALL GOVERNMENT BUDGET PRIORITIES FOR RECOMMENDED IMPLEMENTATIONS. (JC)

ACCESSION NUMBER: ED100554

PUBLICATION DATE: 74

TITLE: EQUAL OPPORTUNITIES FOR SPANISH-SPEAKING PEOPLE. HEARINGS BEFORE THE CIVIL RIGHTS AND CONSTITUTIONAL RIGHTS SUBCOMMITTEE OF THE COMMITTEE ON THE JUDICIARY, HOUSE OF REPRESENTATIVES, NINETY-THIRD CONGRESS, FIRST SESSION ON THE ROLE OF THE CABINET COMMITTEE ON OPPORTUNITIES FOR SPANISH-SPEAKING PEOPLE IN PROVIDING EQUAL OPPORTUNITIES FOR SPANISH-SPEAKING PEOPLE (JULY 11 AND 19, 1973).

DESCRIPTOR: *AGENCY ROLE; CIVIL RIGHTS; EDUCATIONAL OPPORTUNITIES; *EQUAL OPPORTUNITIES (JOBS); *FEDERAL PROGRAMS; NEEDS; *ORGANIZATIONS (GROUPS); *SPANISH SPEAKING; SPEECHES

IDENTIFIER: *CABINET COMM OPPORTUNITIES SPANISH SPEAKING PEOPLE; CCOSSP

DESCRIPTIVE NOTE: 89P.; NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT

THE STATUTORY PURPOSE OF THE CABINET COMMITTEE ON OPPORTUNITIES FOR THE SPANISH SPEAKING PEOPLE, ESTABLISHED IN DECEMBER 1969, IS TWOFOLD: (1) TO ASSURE THAT FEDERAL PROGRAMS ARE REACHING ALL SPANISH-SPEAKING AND SPANISH-SURNAMED AMERICANS, AND (2) TO SEEK OUT NEW PROGRAMS WHICH MAY BE NECESSARY TO HANDLE PROBLEMS UNIQUE TO SUCH PERSONS. ON JULY 11, 1973, THE CIVIL RIGHTS AND CONSTITUTIONAL RIGHTS SUBCOMMITTEE OF THE HOUSE COMMITTEE ON THE JUDICIARY MET TO HEAR TESTIMONY FROM THE CABINET COMMITTEE'S CHARIMAN. FOCUS WAS ON THE CABINET COMMITTEE'S ROLE IN PROVIDING EQUAL OPPORTUNITY FOR SPANISH-SPEAKING PEOPLE IN ACCORDANCE WITH ITS STATUTORY MANDATE. ON JULY 19, 1973, THE SUBCOMMITTEE MET ONCE AGAIN TO HEAR TESTIMONY FROM REPRESENTATIVES OF SPANISH-SPEAKING ORGANIZATIONS. THE FOCUS WAS ON WAYS IN WHICH THE SUBCOMMITTEE COULD ASSIST THE CABINET COMMITTEE IN CARRYING OUT ITS MANDATE AND ITS RESPONSIBILITY TO THE SPANISH-SPEAKING COMMUNITY. AMONG THE WITNESSES WERE REPRESENTATIVES FROM THE: (1) NATIONAL COUNCIL OF LA RAZA, (2) SPANISH SPEAKING COALITION ON DOMESTIC AFFAIRS, (3) LA CAUSA COMUN, (4) MUJERES EN ACCION, AND (5) RAZA ASSOCIATION OF SPANISH-SURNAMED AMERICANS. (NQ)

HARD COPY NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED100579

PUBLICATION DATE: MAY 74

TITLE: PARAMETERS OF INSTITUTIONAL CHANGE: CHICANO EXPERIENCE IN EDUCATION.

PERSONAL AUTHOR: SANTANA, RAY; AND OTHERS

DESCRIPTOR: BILINGUAL EDUCATION; *CASE STUDIES (EDUCATION); *CHANGE AGENTS; *CHANGE STRATEGIES; CULTURAL FACTORS; DECENTRALIZATION; *EDUCATIONAL CHANGE; EDUCATION VOUCHERS; *ELEMENTARY SECONDARY EDUCATION; ETHNIC STUDIES; HIGHER EDUCATION; *MEXICAN AMERICANS; PROGRAM DESCRIPTIONS

IDENTIFIER: ALUM ROCK; CHICANOS

DESCRIPTIVE NOTE: 190P.

DURING THE 1960'S, THE CHICANO MOVEMENT DIRECTED CONSIDERABLE ATTENTION, ENERGY, AND RESOURCES TOWARD EDUCATIONAL CHANGE. THE PREDOMINANT MOOD WAS OPTIMISM AND ANTICIPATION OF MAJOR INSTITUTIONAL CHANGE; THE PREDOMINANT TACTIC USED WAS MILITANT CONFRONTATION. COUNTLESS CONFRONTATIONS OCCURRED AND NUMEROUS PLANS AND STRATEGIES FOR EDUCATIONAL CHANGE WERE FORMULATED DURING THIS PERIOD. THESE LED TO VARYING DEGREES OF CHANGE. COMPOSED OF 2 PARTS, THIS PUBLICATION EXAMINES AND ASSESSES THE CHICANOS' EFFORTS TO CREATE INSTITUTIONAL CHANGE. CASE HISTORIES OF CHICANO EXPERIENCES IN ATTEMPTING TO CREATE EDUCATIONAL CHANGE ARE DISCUSSED IN PART I. AMONG THESE ARE: (1) THE LOS ANGELES BLOWOUTS IN EAST LOS ANGELES IN MARCH—APRIL 1968; (2) THE CONFERENCE IN SANTA BARBARA IN APRIL 1969 WHICH RESULTED IN "EL PLAN DE SANTA BARBARA"; (3) CHICANO COMMENCEMENT WHICH WAS A MASS WALKOUT OF THE JUNE COMMENCEMENT AT SAN JOSE STATE COLLEGE IN 1968; AND (4) THE BILINGUAL/BICULTURAL PROGRAM IN SILVER CITY, NEW MEXICO. PART II CONSISTS OF CONCEPTUAL ESSAYS BEARING DIRECTLY ON EXPERIENCES DESCRIBED IN THE CASE HISTORIES THAT REFLECT ON THE CULTURAL RELEVANCE AND THE IDEALOGICAL, LEGAL, AND POLITICAL CHARACTERS OF EDUCATIONAL INSTITUTIONS. (NQ)

AVAILABILITY: SOUTHWEST NETWORK, 1020 B STREET, SUITE 8, HAYWARD, CALIFORNIA 94541 ($2.00 PLUS $0.20 HANDLING AND SHIPPING)

NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED100580

PUBLICATION DATE: JAN 74

TITLE: CHICANO ALTERNATIVE EDUCATION.

PERSONAL AUTHOR: GALICIA, H. HOMERO; ALMAGUER, CLEMENTINA

DESCRIPTOR: *ALTERNATIVE SCHOOLS; CHANGE STRATEGIES; DECENTRALIZATION; *EDUCATIONAL ALTERNATIVES; EDUCATIONAL DEVELOPMENT; *ELEMENTARY SECONDARY EDUCATION; *HIGHER EDUCATION; INTERVIEWS; *MEXICAN AMERICANS; *PROGRAM DESCRIPTIONS

IDENTIFIER: CHICANOS

DESCRIPTIVE NOTE: 138P.

ALTERNATIVE SCHOOLING IS CHALLENGING SOME BASIC NOTIONS OF CURRICULUM, OPERATION, AND STRUCTURE OF TRADITIONAL SCHOOLS; IT IS NOT CHALLENGING THE BASIC CONCEPT OF SCHOOLING. CHICANO ALTERNATIVE EDUCATION, AN ELUSIVE CONCEPT, LACKS A PRECISE DEFINITION. CHICANO ALTERNATIVE SCHOOLS REFLECT A VAST DIVERSITY IN STRUCTURE, FOCUS, AND GOALS. THE CHICANO MOVEMENT TOWARD ALTERNATIVE SCHOOLS DOES NOT REFLECT A SINGLE UNITARY APPROACH. YET, THESE SCHOOLS ARE CHARACTERIZED BY COMMON MOTIVATION--TO DEVELOP A VIABLE ALTERNATIVE TO CONVENTIONAL INSTITUTIONS THAT HAVE HISTORICALLY FAILED TO RESPOND TO THE CHICANO'S EDUCATIONAL NEEDS. THERE ARE CHICANO ALTERNATIVE SCHOOLS IN ELEMENTARY, SECONDARY, AND HIGHER EDUCATION. THIS PUBLICATION PRESENTS: (1) A DISCUSSION OF THE SHORTCOMINGS OF SCHOOLING IN AMERICAN SOCIETY; (2) A PROFILE OF 4 CHICANO ALTERNATIVE EFFORTS IN HIGHER EDUCATION--COLEGIO JACINTO TREVINO, LA UNIVERSIDAD DE AZTLAN, DEGANAWIDAH-QUETZALCOATL UNIVERSITY (D-QU), AND LA ACADEMIA DE LA NUEVA RAZA; (3) A SUMMARY DESCRIPTION OF 7 ALTERNATIVE CHICANO SCHOOLS IN CALIFORNIA--OAKLAND STREET ACADEMY, CASA DE LA RAZA, ESCUELA DEL BARRIO, COLEGIO DE LA MISION, HUELGA SCHOOL, D-QU, AND UNIVERSIDAD DE AZTLAN; AND (4) TRANSCRIPTS OF INTERVIEWS WITH PERSONNEL FROM THE 7 ALTERNATIVE CHICANO SCHOOLS. (NQ)

AVAILABILITY: SOUTHWEST NETWORK, 1020 B STREET, SUITE 8, HAYWARD, CALIFORNIA 94541 ($2.00 PLUS $0.20 HANDLING AND POSTAGE)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED100581

PUBLICATION DATE: JAN 74

TITLE: CASA DE LA RAZA: SEPARATISM OR SEGREGATION -- CHICANOS IN PUBLIC EDUCATION.

DESCRIPTOR: *ALTERNATIVE SCHOOLS; BILINGUAL EDUCATION; *CIVIL RIGHTS LEGISLATION; EDUCATIONAL ALTERNATIVES; ELEMENTARY SECONDARY EDUCATION; *EXPERIMENTAL PROGRAMS; *MEXICAN AMERICANS; *PROGRAM DESCRIPTIONS; SCHOOL COMMUNITY RELATIONSHIP

IDENTIFIER: *CASA DE LA RAZA; CHICANOS

DESCRIPTIVE NOTE: 134P.

CASA DE LA RAZA, A K-12 GRADE SCHOOL, OPERATED FROM SEPTEMBER 1971 TO JUNE 1973 AS PART OF THE BERKELEY UNIFIED SCHOOL DISTRICT'S EXPERIMENTAL SCHOOLS PROGRAM. BASED ON THE BELIEF THAT USING THE STUDENT'S HOME CULTURE AND LANGUAGE WITHIN THE INSTRUCTIONAL PROGRAM WOULD FOSTER PERSONAL GROWTH AND ACADEMIC ADVANCEMENT, CASA USED A BILINGUAL CURRICULUM AND PROVIDED AN ATMOSPHERE THAT REINFORCED THE "FAMILIA" CONCEPT. ITS PHILOSOPHY WAS THAT TEACHING CHICANOS WAS NOT A JOB, BUT A MOVEMENT. THE TEACHERS WERE COMMITTED TO "CARNALISMO", RAZA CULTURE, LANGUAGE, AND CASA'S VALUES. CASA SERVED THE INSTRUCTIONAL, CULTURAL, AND SURVIVAL NEEDS OF ABOUT 125 RAZA CHILDREN. ON JUNE 13, 1973 THE BERKELEY UNIFIED SCHOOL DISTRICT ANNOUNCED CASA'S CLOSING DUE TO THE OFFICE OF CIVIL RIGHTS' CHARGE THAT THE SCHOOL WAS IN "PROBABLE NON-COMPLIANCE" WITH TITLE VI OF THE 1964 CIVIL RIGHTS ACT. THIS PUBLICATION GIVES: (1) A CHRONOLOGY OF THE CASA DE LA RAZA ISSUE; (2) A PROGRAM DESCRIPTION; (3) CORRESPONDENCE AND MEMORANDA FROM THE OFFICE OF CIVIL RIGHTS, THE BERKELEY SCHOOL SUPERINTENDENT, AND LEGAL EXPERTS; AND (4) AN ARTICLE FROM THE "CALIFORNIA LAW REVIEW" WHICH DISCUSSES THE CONSTITUTION, THE CIVIL RIGHTS ACT, AND BERKELEY'S EXPERIMENTAL SCHOOLS PROGRAM. (NQ)

AVAILABILITY: SOUTHWEST NETWORK, 1020 B STREET, SUITE 8, HAYWARD, CALIFORNIA 94541 ($2.00 PLUS $0.20 FOR HANDLING AND SHIPPING)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED100591

PUBLICATION DATE: DEC 74

TITLE: THE USE OF SPANISH SURNAMES AS A MEANS OF IDENTIFYING LATINOS IN THE UNITED STATES AND PUERTO RICO. PROFESSIONAL PAPER NO. 22-74.

PERSONAL AUTHOR: GIESECKE, G. LEE

DESCRIPTOR: *CLASSIFICATION; *CODIFICATION; COMPARATIVE ANALYSIS; *COMPUTER SCIENCE; *INFORMATION PROCESSING; INPUT OUTPUT ANALYSIS; *SPANISH SPEAKING; TABLES (DATA)

IDENTIFIER: *NAMES

DESCRIPTIVE NOTE: 23P.; FOR RELATED DOCUMENT, SEE ED 085 146

RESPONSES FROM 1,613 FORMER SERVICEMEN WITH SPANISH SURNAMES WERE EXAMINED TO EVALUATE SPANISH SURNAME RECOGNITION AS A MEANS OF IDENTIFYING PERSONS OF LATIN AMERICAN BIRTH OR ANCESTRY. QUESTIONNAIRES WERE MAILED TO 5,019 SERVICEMEN WHO HAD: (1) BEEN INDUCTEES OR ENLISTEES IN THE ARMY, NAVY, OR MARINE CORPS; (2) LEFT ACTIVE DUTY IN THE FIRST 6 MONTHS OF 1972; (3) A RESERVE MILITARY OBLIGATION; AND (4) A SPANISH SURNAME ACCORDING TO ONE OR MORE PROCEDURES. PROCEDURES DETERMINING WHETHER A NAME WAS SPANISH WERE ALL COMPUTERIZED. ALL BUT ONE DEPENDED ON SORTING THE NAMES ALPHABETICALLY AND COMPARING EACH WITH LISTS OF SPANISH SURNAMES. THE REMAINING PROCEDURE, DEVELOPED BY BUECHLEY, DEPENDED ON LETTER COMBINATIONS AND SURNAME ENDINGS. THE LISTS USED WERE: (1) CENSUS SURNAMES, (2) "BROAD" SPANISH SURNAMES, (3) "NARROW" SPANISH SURNAMES, AND (4) MORTON'S SPANISH SURNAMES. ALTHOUGH A DETERMINATION WAS MADE VIA COMPUTER AS TO WHETHER EACH PERSON HAD A "NARROW" SPANISH FIRST NAME, THIS FACT WAS USED ONLY IN THE ANALYSIS. SOME FINDINGS WERE: (1) OUTSIDE CERTAIN AREAS SPANISH SURNAME RECOGNITION INCLUDED A HIGH PROPORTION OF PERSONS WHO DID NOT MEET OTHER CRITERIA INDICATING LATIN AMERICAN BIRTH OR ANCESTRY; AND (2) WITHIN FIVE SOUTHWESTERN STATES, INCREASING PROPORTIONS OF PERSONS WHO COULD NOT BE CLASSIFIED AS SPANISH AT INCREASING EDUCATION AND APTITUDE LEVELS WERE INCLUDED. (NQ)

ACCESSION NUMBER: ED100598

PUBLICATION DATE: 23 MAR 74

TITLE: AN ANALYSIS OF THE EVALUATION OF THE ARIZONA FIRST ANNUAL BILINGUAL INSTITUTE (NOGALES, ARIZONA, MARCH 21-23, 1974).

PERSONAL AUTHOR: CASSO, HENRY J.; GARCIA, JOSEPH O.

DESCRIPTOR: AMERICAN INDIANS; ATTITUDES; *BILINGUAL EDUCATION; *DATA ANALYSIS; *INSTITUTES (TRAINING PROGRAMS); *MEXICAN AMERICANS; PARTICIPANT CHARACTERISTICS; SPANISH SPEAKING; *SUMMATIVE EVALUATION; TEACHER EDUCATION

IDENTIFIER: *ARIZONA

DESCRIPTIVE NOTE: 71P.

ATTENDING THE INSTITUTE ON MARCH 21-23, 1974 IN NOGALES (ARIZONA) WERE 300 OR MORE ADMINISTRATORS, STATE DEPARTMENT OFFICIALS, PROJECT COORDINATORS, TEACHERS, UNIVERSITY PROFESSORS, CITIZENS, AND STUDENTS FROM THROUGHOUT THE STATE. FOLLOWING THE CENTRAL THEME, "EDUCATION FOR THE 70'S", THE INSTITUTE'S GOAL WAS TO "IMPACT THE DEVELOPMENT OF BILINGUAL BICULTURAL EDUCATION FOR THE 70'S IN ARIZONA." TOWARD ITS CONCLUSION, THE PARTICIPANTS WERE GIVEN AN EVALUATION QUESTIONNAIRE; 139 WERE RETURNED. THE QUESTIONNAIRE WAS COMPOSED OF TWO PARTS DESIGNED TO SECURE INFORMATION ABOUT THEIR: (1) SEX, ETHNIC IDENTIFICATION, AGE, EMPLOYMENT STATUS AND LEVEL, PARTICIPATION IN BILINGUAL PROGRAM, AND DESCRIPTION OF THE PROGRAM; AND (2) REACTIONS TO THE INSTITUTE. EACH ITEM WAS ANALYZED INDIVIDUALLY. RESPONSES INDICATED A HIGH PERCENTAGE (61.8 PERCENT) OF THE PARTICIPANTS HAD A FAVORABLE OVERALL IMPRESSION OF THE INSTITUTE. THIS PAPER GIVES: (1) THE ITEM AS IT APPEARED ON THE QUESTIONNAIRE, (2) AN ITEM FREQUENCY SELECTION FROM A COMPUTER PRINT OUT SHOWING HOW THE RESPONDENTS RESPONDED, (3) A NARRATIVE OF THE ITEM'S PURPOSE, AND (4) AN ANALYSIS OF THE RESULTS. (NQ)

ACCESSION NUMBER: ED100599

PUBLICATION DATE: 30 MAR 74

TITLE: AN ANALYSIS OF THE EVALUATION OF THE WISCONSIN FIRST BILINGUAL INSTITUTE (MILWAUKEE, WISCONSIN, MARCH 29-30, 1974).

PERSONAL AUTHOR: CASSO, HENRY J.; GARCIA, JOSEPH O.

DESCRIPTOR: ATTITUDES; *BILINGUAL EDUCATION; *DATA ANALYSIS; *INSTITUTES (TRAINING PROGRAMS); *MEXICAN AMERICANS; PARTICIPANT CHARACTERISTICS; SPANISH SPEAKING; *SUMMATIVE EVALUATION

IDENTIFIER: *WISCONSIN

DESCRIPTIVE NOTE: 70P.

ATTENDING THE INSTITUTE HELD ON MARCH 29-30, 1974 AT THE UNIVERSITY OF WISCONSIN-MILWAUKEE WERE 300 OR MORE ADMINISTRATORS, STATE DEPARTMENT OFFICIALS, PROJECT COORDINATORS, TEACHERS, UNIVERSITY PROFESSORS, CITIZENS, AND STUDENTS FROM THROUGHOUT THE STATE. THE INSTITUTE'S GOAL WAS TO "IMPACT THE DEVELOPMENT OF BILINGUAL BICULTURAL EDUCATION FOR THE 70'S IN WISCONSIN." OF THE TOTAL PARTICIPANTS, 112 RESPONDED TO AN EVALUATION QUESTIONNAIRE WHICH WAS ADMINISTERED TOWARD THE INSTITUTE'S CONCLUSION. THE QUESTIONNAIRE WAS COMPOSED OF TWO PARTS. THE FIRST PART CONSISTED OF SEVEN ITEMS DESIGNED TO SECURE INFORMATION ABOUT THE PARTICIPANTS' SEX, ETHNIC IDENTIFICATION, AGE, EMPLOYMENT STATUS AND LEVEL, PARTICIPATION IN BILINGUAL PROGRAM, AND DESCRIPTION OF THE PROGRAM. PART 2 CONSISTED OF 15 ITEMS DESIGNED TO OBTAIN THEIR REACTIONS TO THE INSTITUTE. EACH ITEM WAS ANALYZED INDIVIDUALLY. RESPONSES INDICATED A HIGH PERCENTAGE (72.4 PERCENT) OF THE PARTICIPANTS HAD A FAVORABLE OVERALL IMPRESSION OF THE INSTITUTE. THIS PAPER GIVES: (1) THE ITEM AS IT APPEARED ON THE QUESTIONNAIRE, (2) AN ITEM FREQUENCY SELECTION FROM A COMPUTER PRINT OUT SHOWING HOW THE 112 RESPONDENTS ANSWERED, (3) A NARRATIVE OF THE ITEM'S PURPOSE, AND (4) AN ANALYSIS OF THE RESULTS. (NQ)

ACCESSION NUMBER: ED100600

PUBLICATION DATE: 73

TITLE: A PRELIMINARY STUDY OF 5TH YEAR ESEA TITLE VII BILINGUAL BICULTURAL PROGRAMS WITH HIGH CONCENTRATIONS OF MEXICAN AMERICAN STUDENTS.

PERSONAL AUTHOR: RODRIGUEZ, RODOLFO, COMP.

DESCRIPTOR: *BILINGUAL EDUCATION; COMMUNITY INVOLVEMENT; *EDUCATIONAL PROGRAMS; ENROLLMENT; *FEDERAL PROGRAMS; FINANCIAL SUPPORT; *MEXICAN AMERICANS; PARENT PARTICIPATION; STUDENT TEACHER RATIO; *SURVEYS

IDENTIFIER: *ELEMENTARY SECONDARY EDUCATION ACT TITLE VII; ESEA TITLE VII

DESCRIPTIVE NOTE: 48P.

IN PREPARATION FOR THE NATIONAL BILINGUAL INSTITUTE WHICH WAS HELD NOVEMBER 28-DECEMBER 1, 1973, A MAIL SURVEY OF FIFTH YEAR ESEA (ELEMENTARY AND SECONDARY EDUCATION ACT) TITLE VII BILINGUAL EDUCATION PROJECTS WAS CONDUCTED. ITS PURPOSE WAS TO OBTAIN DATA RELATIVE TO THE PROGRESS OF BILINGUAL BICULTURAL EDUCATION PROGRAMS SINCE IMPLEMENTATION OF THE ORIGINAL TITLE VII LEGISLATION IN 1969. SINCE THE INSTITUTE WAS CONCERNED WITH BILINGUAL BICULTURAL EDUCATION AS IT AFFECTS THE MEXICAN AMERICAN CHILD, THOSE PROJECTS WITH A HEAVY CONCENTRATION OF MEXICAN AMERICAN STUDENTS WERE SELECTED. FIFTY-EIGHT PROJECTS WERE SENT SURVEY QUESTIONNAIRES; 30 RESPONDED. THE QUESTIONNAIRE WAS DIVIDED INTO: BASIC PROGRAM INFORMATION; INSTRUCTIONAL COMPONENT; IMPACT OF PROGRAM; AND PARENT AND COMMUNITY INVOLVEMENT. PROJECT DIRECTORS WERE ASKED TO MAKE RECOMMENDATIONS FOR: NATIONAL LEGISLATION, STATE LEGISLATION, U.S. OFFICE OF EDUCATION, STATE DEPARTMENTS OF EDUCATION, SCHOOL BOARDS, TEACHER TRAINING INSTITUTIONS, AND CHICANO COMMUNITIES AND PARENTS. AMONG THE FINDINGS WERE: THE PUPIL/TEACHER RATIO VARIED NOTICEABLY FROM PROJECT TO PROJECT; 87 PERCENT INDICATED HAVING A LANGUAGE MAINTENANCE PROGRAM; AND 50 PERCENT REPORTED HAVING INFLUENCED THE DEVELOPMENT OF BILINGUAL PROGRAMS IN ADJACENT DISTRICTS. (NQ)

ACCESSION NUMBER: ED100601

PUBLICATION DATE: 73

TITLE: A REPORT OF THE FINAL SESSION OF THE NATIONAL BILINGUAL/BICULTURAL INSTITUTE (ALBUQUERQUE, NEW MEXICO, NOVEMBER 28-DECEMBER 1, 1973).

PERSONAL AUTHOR: BERNAL, ELIAS R., COMP.

DESCRIPTOR: *AGENCY ROLE; BICULTURALISM; *BILINGUAL EDUCATION; CAREER EDUCATION; *EDUCATIONAL LEGISLATION; EDUCATIONAL PROGRAMS; EVALUATION; FINANCIAL SUPPORT; LEGISLATION; *MEXICAN AMERICANS; MIGRANT EDUCATION; *PARTICIPANT INVOLVEMENT; TEACHER EDUCATION

DESCRIPTIVE NOTE: 56P.

ATTENDING THE NATIONAL BILINGUAL BICULTURAL EDUCATION INSTITUTE IN ALBUQUERQUE, NEW MEXICO ON NOVEMBER 28-DECEMBER 1, 1973, WERE 1,300 REPRESENTATIVES FROM 25 STATES. AMONG THE INSTITUTE'S OBJECTIVES WERE: (1) TO REVIEW PRESENT AND PENDING STATE BILINGUAL BICULTURAL EDUCATION LEGISLATION AND APPROPRIATIONS; AND (2) TO DEVELOP NEW DIRECTIONS FOR BILINGUAL BICULTURAL EDUCATION FOR THE 1970'S WHICH WILL LEAD TO NATIONAL LEGISLATION. THIS REPORT PRESENTS THE PARTICIPANTS' FINAL DELIBERATIONS AND RECOMMENDATIONS AT THE CONCLUDING GENERAL SESSION. TOPICS COVERED ARE: FINANCIAL SUPPORT; TITLE I OF ESEA (ELEMENTARY AND SECONDARY EDUCATION ACT); RESEARCH; EVALUATION; TEACHER TRAINING; MIGRANT EDUCATION; NIE'S (NATIONAL INSTITUTE FOR EDUCATION) PHILOSOPHY AND OPERATIONAL POLICY FOR CAREER EDUCATION; AND THE NATIONAL TASK FORCE DE LA RAZA'S MANDATE. SOME RECOMMENDATIONS ARE THAT: (1) THE NATIONAL TASK FORCE DE LA RAZA REQUEST NIE'S DIRECTOR TO FREEZE ALL TOP LEVEL POSITIONS UNTIL THE TIME WHEN THE SPANISH SPEAKING PEOPLE CAN BE IDENTIFIED AND BE ABLE TO COMPETE FOR SAID POSITIONS; (2) AN INSTITUTE FOR TRAINING PARENTS OF THE BILINGUAL COMMUNITY BE FUNDED AND IMPLEMENTED; AND (3) CRITERION REFERENCE TESTING BE ADMINISTERED IN THE CHILD'S DOMINANT LANGUAGE. THE NEW MEXICO CAUCUS RESOLUTIONS ARE GIVEN. (NQ)

ACCESSION NUMBER: ED100735

PUBLICATION DATE: 73

TITLE: THE RODEO AND CATTLE INDUSTRY -- ITS RICH SPANISH-MEXICAN HERITAGE. A BILINGUAL-BICULTURAL RESOURCE BOOKLET FOR TEACHERS, PRE-SCHOOL THROUGH GRADE SIX.

PERSONAL AUTHOR: ARCHULETA, LENA, COMP.

DESCRIPTOR: *AMERICAN HISTORY; *BICULTURALISM; *BILINGUAL EDUCATION; CLASSROOM MATERIALS; CULTURAL BACKGROUND; ELEMENTARY EDUCATION; *MEXICAN AMERICANS; RESOURCE MATERIALS; SECONDARY EDUCATION; SPANISH; *SPANISH CULTURE; SPANISH SPEAKING; SYMBOLISM

IDENTIFIER: ELEMENTARY SECONDARY EDUCATION ACT TITLE VII; ESEA TITLE VII

DESCRIPTIVE NOTE: 35P.; FOR RELATED DOCUMENT SEE ED 100 736

THIS TEACHER RESOURCE BOOK DESCRIBES THE SPANISH-MEXICAN CONTRIBUTION TO THE CATTLE INDUSTRY, RODEO, AND COWBOY CULTURE. IT PROVIDES BACKGROUND MATERIAL, RESOURCES, AND ACTIVITIES FOR DEVELOPING A BILINGUAL-BICULTURAL EDUCATION COURSE FOR PRIMARY, INTERMEDIATE, AND UPPER GRADES. THE FIRST THREE SECTIONS DISCUSS THE CATTLE INDUSTRY, AMERICAN RODEO, AND ITS HISPANIC HERITAGE. SECTION FOUR CONTAINS EXAMPLES OF SPANISH LANGUAGE CONTRIBUTIONS TO WESTERN COWBOY CULTURE. SECTION FIVE EXAMINES THE HISTORY OF THE HORSE IN NORTH AMERICA, AND THE SPANISH-MEXICAN HORSEMAN KNOWN AS THE "CHARROS." SECTION SIX DESCRIBES THE "CHARRERIA", OR THE SPANISH-MEXICAN HORSEMANSHIP EVENTS, AND COMPARES THEM WITH THE AMERICAN RODEO. SECTION SEVEN BRIEFLY DESCRIBES THE LOCAL DENVER AND PUEBLO, COLORADO, CHARRO ASSOCIATIONS. SECTIONS EIGHT AND NINE PROVIDE SONGS, POEMS, AND RIDDLES OF THE SPANISH-MEXICAN COWBOY. THE FINAL THREE SECTIONS CONTAIN RESOURCES AND LEARNING ACTIVITIES ON SPANISH-MEXICAN CONTRIBUTIONS FOR PRIMARY, INTERMEDIATE, AND UPPER GRADES. (DE)

ACCESSION NUMBER: ED100736

PUBLICATION DATE: 73

TITLE: THE MAGIC OF NAMES -- THEIR ORIGIN AND MEANING. A BILINGUAL-BICULTURAL RESOURCE BOOKLET FOR TEACHERS, PRE-SCHOOL THROUGH GRADE SIX.

PERSONAL AUTHOR: ARCHULETA, LENA, COMP.

DESCRIPTOR: AMERICAN HISTORY; *BICULTURALISM; *BILINGUAL EDUCATION; BILINGUAL TEACHER AIDES; CLASSROOM MATERIALS; *DIACHRONIC LINGUISTICS; EDUCATIONAL GAMES; LANGUAGE ENRICHMENT; *MEXICAN AMERICANS; RESOURCE MATERIALS; SPANISH; *SPANISH CULTURE; SPANISH SPEAKING; SYMBOLISM

IDENTIFIER: ELEMENTARY SECONDARY EDUCATION ACT TITLE VIII; ESEA TITLE VIII

DESCRIPTIVE NOTE: 42P.; FOR RELATED DOCUMENT SEE ED 100 735

THIS RESOURCE BOOK ON SPANISH AND ENGLISH NAMES, ORIGINS, AND MEANINGS GIVES THE TEACHER BACKGROUND MATERIAL FOR DEVELOPING BILINGUAL CLASSROOM ACTIVITIES. KNOWLEDGE OF ONE'S NAME IS IMPORTANT FOR DEVELOPING SELF-CONCEPT IN A BILINGUAL-BICULTURAL EDUCATION PROGRAM. SECTION ONE CONTAINS A HISTORY AND DEVELOPMENT OF SURNAMES. SECTION TWO TRACES THE ORIGIN AND DEVELOPMENT OF SPANISH SURNAMES. SECTION THREE EXAMINES THE SYMBOLISM AND HERALDRY OF COATS OF ARMS. SECTION FOUR PROVIDES THE ORIGIN AND MEANING OF SELECTED COMMON NAMES OF FAMILIES IN DENVER'S WEST SIDE. SECTIONS FIVE AND SIX GIVE COMMON ENGLISH NAMES, THEIR SPANISH EQUIVALENTS, AND SPANISH AIDS TO PRONUNCIATION. SECTIONS SEVEN THROUGH NINE PROVIDE LEARNING ACTIVITIES FOR PRIMARY AND INTERMEDIATE GRADES WHICH INCLUDE BILINGUAL GAMES AND SONGS. SECTION TEN PROVIDES TEACHER AND STUDENT RESOURCE SUGGESTIONS. THE APPENDIX INCLUDES SPANISH PLACE NAMES IN COLORADO AND A COLORADO MAP. (DE)

ACCESSION NUMBER: ED100980

PUBLICATION DATE: APR 74

TITLE: DEVELOPMENTAL CHARACTERISTICS IN THE BILINGUAL-BICULTURAL PRESCHOOLER AS MEASURED BY THE "MINNESOTA CHILD DEVELOPMENT INVENTORY."

PERSONAL AUTHOR: GALLAGHER, ROSINA M.; BALASUBRAMONIAN, K.

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION; BILINGUAL STUDENTS; FAMILY CHARACTERISTICS; METROPOLITAN AREAS; NORMS; PRESCHOOL CHILDREN; *PRESCHOOL EDUCATION; *PROGRAM EVALUATION; SOCIOECONOMIC INFLUENCES; *SPANISH SPEAKING; STATISTICAL ANALYSIS; *TESTS

IDENTIFIER: *MINNESOTA CHILD DEVELOPMENT INVENTORY

DESCRIPTIVE NOTE: 17P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (CHICAGO, ILLINOIS, APRIL 1974)

THREE MAJOR PURPOSES OF THIS INVESTIGATION WERE: (1) TO IDENTIFY, EVALUATE, AND ADAPT A STANDARDIZED INSTRUMENT THAT MAY BE USED IN THE EVALUATION OF SPANISH-ENGLISH BILINGUAL PRESCHOOL PROGRAMS; (2) TO COMPARE THE NORMS BASED ON THE STANDARDIZATION SAMPLE WITH THOSE ON A LOCAL SAMPLE; AND (3) TO IDENTIFY AN INDEX OF GENERAL DEVELOPMENT FOR THE TARGET GROUP IN TERMS OF BOTH LOCAL AND ORIGINAL MINNESOTA CHILD DEVELOPMENT INVENTORY (MCDI) NORMS. THE SAMPLE INCLUDED 364 PRESCHOOLERS OF LOWER MIDDLE SOCIOECONOMIC, SPANISH-SPEAKING FAMILIES IN A LARGE METROPOLITAN AREA IN THE MIDWEST. THE RESULTS OF THE STUDY INDICATE THAT, WHILE THE COMPREHENSIVE NATURE OF THE MCDI WARRANTS ITS USE IN SIMILAR PROGRAMS, LOCAL NORMS ESPECIALLY SUITED TO THE SPECIFIC POPULATION SHOULD BE DEVELOPED. THE DESIRABILITY OF ALTERNATE ADMINISTRATION TECHNIQUES IS ALSO EVIDENT. (AUTHOR)

ACCESSION NUMBER: ED101105

PUBLICATION DATE: 72

TITLE: ADULT BASIC EDUCATION COMMUNICATION SKILLS INSTITUTE. JUNE 21, 1971-JULY 16, 1971; FOLLOWUP TO AUGUST 31, 1972. FINAL REPORT.

DESCRIPTOR: *ADULT EDUCATORS; *ADULT READING PROGRAMS; ADULT STUDENTS; BILINGUAL STUDENTS; COMMUNICATION SKILLS; CURRICULUM DEVELOPMENT; DISADVANTAGED GROUPS; *ENGLISH (SECOND LANGUAGE); INSERVICE TEACHER EDUCATION; *INSTITUTES (TRAINING PROGRAMS); INTERACTION PROCESS ANALYSIS; LANGUAGE ARTS; LANGUAGE EXPERIENCE APPROACH; LEARNING ACTIVITIES; LESSON PLANS; METHODS COURSES; READING MATERIALS; READING MATERIAL SELECTION; *SPANISH SPEAKING; SUMMER INSTITUTES

DESCRIPTIVE NOTE: 160P.

THE DOCUMENT IS A COLLECTION OF MATERIALS RELATED TO A FOUR-WEEK SUMMER INSTITUTE FOR THE TRAINING OF TEACHERS OF DISADVANTAGED AND/OR SPANISH SURNAME ADULTS. THE FOCUS OF THE PROGRAM WAS COMMUNICATION SKILLS, PRIMARILY THE TEACHING OF READING AND OF ENGLISH AS A SECOND LANGUAGE. A SECONDARY EMPHASIS WAS ON TRAINING TEACHERS TO DEVELOP FLEXIBLE CURRICULA FOR THE TARGET POPULATION. IN ADDITION, A WEEK-LONG INTERACTION ANALYSIS WORKSHOP WAS CONDUCTED TO AID TEACHERS IN EVALUATING TEACHING EFFECTIVENESS. A BRIEF INTRODUCTION INDICATING THE SCOPE OF THE PROGRAM IS FOLLOWED BY A FIVE-PAGE CALENDAR OF ACTIVITIES, AN INDICATION OF MATERIALS AND EQUIPMENT UTILIZED, AND AN ESTIMATED EXPENDITURE REPORT. A SECTION ON EVALUATION CONCLUDES THE MAIN TEXT; IT RECORDS PARTICIPANTS' COMMENTS AND LISTS THEIR SUGGESTIONS FOR FUTURE INSTITUTES. THE LARGER PART OF THE DOCUMENT IS COMPRISED OF APPENDIXES; APPROXIMATELY HALF OF THESE ARE SUCH RELATED MATERIALS AS CORRESPONDENCE, APPLICATION AND EVALUATION FORMS, AND NEWS RELEASES. OF SPECIAL INTEREST ARE THE REMAINDERS OF THE APPENDED MATERIALS, WHICH CONSTITUTE A SUPPLEMENT TO THE SYLLABUS: HALF-A-DOZEN SAMPLE LESSON PLANS AND MISCELLANEOUS SUGGESTIONS; AND A 30-PAGE LISTING OF MATERIALS USEFUL TO THE TEACHER OF ADULTS, WITH A 4-PAGE DIRECTORY OF PUBLISHERS. (AJ)

ACCESSION NUMBER: ED101119

PUBLICATION DATE: 10 APR 72

TITLE: ENGLISH AS A SECOND LANGUAGE FOR JOB TRAINING AND EMPLOYMENT: SPECIAL DEMONSTRATION PROJECT.

PERSONAL AUTHOR: JOHNSON, ROBERT S.

DESCRIPTOR: *ADULT BASIC EDUCATION; ADULT PROGRAMS; BILINGUAL EDUCATION; COURSE OBJECTIVES; *CURRICULUM GUIDES; *DEMONSTRATION PROJECTS; *ENGLISH (SECOND LANGUAGE); ENGLISH FOR SPECIAL PURPOSES; INSTRUCTIONAL MATERIALS; LANGUAGE INSTRUCTION; LANGUAGE PROGRAMS; LANGUAGE SKILLS; LESSON PLANS; PERFORMANCE CRITERIA; *SPANISH SPEAKING; STUDENT EVALUATION; TEACHING METHODS; TESTING; VOCATIONAL DEVELOPMENT

DESCRIPTIVE NOTE: 379P.

THE SAN DIEGO DEMONSTRATION PROJECT PROVIDES OCCUPATIONALLY ORIENTED ENGLISH AS A SECOND LANGUAGE (ESL) MATERIALS AIMED AT PREPARING STUDENTS FOR JOB TRAINING, ON-THE-JOB TRAINING, OR ENTRY-LEVEL EMPLOYMENT, MAINLY IN SEMI-SKILLED OCCUPATIONS. THE JOB-READINESS CURRICULUM IS PLANNED TO BRING THE MONOLINGUAL SPANISH SPEAKING ADULT STUDENT TO A PROFICIENCY LEVEL IN ENGLISH IN APPROXIMATELY 1,000 HOURS OF INSTRUCTION. PRESENTED IN TERMS OF PERFORMANCE OBJECTIVES, THE COURSE CURRICULUM IS DIVIDED INTO THREE PHASES: SURVIVAL ENGLISH, ENGLISH FOR THE WORLD OF WORK AND SELECTED OCCUPATIONAL CLUSTERS, AND ENGLISH PATTERN USAGE. THE DAILY LESSON PLANS, STUDENT EVALUATIONS, AND TESTS PRESENTED IN THE REPORT ARE ALL CROSS-REFERENCED TO A LIST OF THESE BASIC PERFORMANCE OBJECTIVES. THE FIRST SECTION OF THE DOCUMENT PROVIDES: (1) SPECIFIC PERFORMANCE OBJECTIVES, (2) STUDENT INFORMATION AND PROFILES, (3) STUDENT EVALUATIONS, (4) WRITTEN AND ORAL TESTS UTILIZED, (5) MATERIALS AND AIDS, (6) REFERENCE MATERIALS AND AUDIOVISUAL EQUIPMENT, AND (8) EVALUATION AND RECOMMENDATIONS. SECTION 2, MAKING UP THE BULK OF THE DOCUMENT, OFFERS DATED LESSON PLANS ORGANIZED ACCORDING TO: (1) SUBJECT MATTER, (2) PERFORMANCE OBJECTIVE CODE NUMBER, (3) MATERIALS AND AIDS, (4) MATERIAL CODE, (5) APPROACHES, (6) ENGLISH OR SPANISH INSTRUCTION, AND (7) ACTIVITIES. (MW)

ACCESSION NUMBER: ED101156

PUBLICATION DATE: 73

TITLE: OPERATION BREAKTHROUGH 1972-1973. FINAL EVALUATION REPORT.

DESCRIPTOR: *ADULT EDUCATION PROGRAMS; *ADULT STUDENTS; DEMONSTRATION PROGRAMS; EMPLOYER ATTITUDES; EVALUATION METHODS; *PROGRAM EVALUATION; QUESTIONNAIRES; *SPANISH SPEAKING; STUDENT ATTITUDES; TEACHER ATTITUDES; *VOCATIONAL DEVELOPMENT

IDENTIFIER: *OPERATION BREAKTHROUGH

DESCRIPTIVE NOTE: 40P.

OPERATION BREAKTHROUGH, A SPECIAL DEMONSTRATION PROJECT TO UPGRADE SPANISH-SPEAKING WORKERS IN ENTRY-LEVEL FACTORY JOBS, WAS EVALUATED BY A THIRD-PARTY EVALUATOR AT THE END OF ITS FIRST YEAR. THE TEACHER TRAINING PROGRAM WAS FOUND, THROUGH INTERVIEWS WITH TEACHERS AND AIDES, TO BE EXCELLENT. CURRICULUM MATERIALS WERE PROVIDED BY THE PROJECT, BUT EACH OF THE FIVE SITES WHERE THE PROJECT WAS CARRIED OUT DEVELOPED ITS OWN STRATEGIES. ON-SITE VISITS DETERMINED THAT THE EMPHASIS IN THE ENGLISH AS A SECOND LANGUAGE SEGMENT WAS ON ORAL SKILLS. CURRICULUM CHANGES ARE PLANNED. THE PHYSICAL FACILITIES AT THE FIVE SITES RANGED FROM POOR TO EXCELLENT, AND THREE OF THE COMPANIES INVOLVED PROVIDED INCENTIVES FOR STUDENT ENROLLMENT. STUDENTS COMPLETING A QUESTIONNAIRE AT THE END OF THE SCHOOL YEAR EXHIBITED A POSITIVE REACTION TO THE PROGRAM. STUDENTS WHO DID NOT COMPLETE THE PROGRAM WERE NOT SURVEYED. TEACHER RESPONSES TO A QUESTIONNAIRE WERE ALSO POSITIVE. INTERVIEWS WITH EMPLOYERS DEMONSTRATED THE IMPORTANCE OF THEIR SUPPORT IN THE PROGRAM'S OUTCOME. INSUFFICIENT DATA WERE GATHERED FROM STANDARDIZED TESTS IN ONE STEP OF THE EVALUATION INVOLVING THE ILYIN ORAL INTERVIEW. SPECIFIC RECOMMENDATIONS FOR IMPROVED USE OF PERSONNEL AND EQUIPMENT AND CLARIFICATION OF PROGRAM EMPHASIS ARE OFFERED. (AG)

ACCESSION NUMBER: ED101167

PUBLICATION DATE: 71

TITLE: EL CHICANO: A CALL FOR COHESION.

DESCRIPTOR: *ADULT BASIC EDUCATION; *ADULT VOCATIONAL EDUCATION; AMERICAN INDIANS; BILINGUAL EDUCATION; BILINGUAL TEACHER AIDES; COMMUNICATION SKILLS; COOPERATIVES; CURRICULUM DEVELOPMENT; *EARLY CHILDHOOD EDUCATION; ECONOMIC DEVELOPMENT; ECONOMIC EDUCATION; ENGLISH (SECOND LANGUAGE); *MEXICAN AMERICANS; *PROGRAM DEVELOPMENT; RESEARCH NEEDS

DESCRIPTIVE NOTE: 144P.; MAY BE MARGINALLY LEGIBLE

THE PURPOSE OF THE PAPER IS TO OUTLINE SOME OF THE PROBLEMS AND CONSTRAINTS WHICH CURRENTLY PREVENT THE USE OF SCARCE RESOURCES TO PROVIDE EFFECTIVE PROGRAMS FOR MEXICAN-AMERICANS AND INDIANS IN THE SOUTHWESTERN UNITED STATES, AND TO PROPOSE A PROJECT DESIGNED TO REDUCE BUREAUCRATIC CONSTRAINTS; FOCUS IS PRIMARILY ON THE PRESCHOOL AND ELEMENTARY CHILD (ON DEVELOPING PROGRAMS WHICH WILL HELP HIM NEGOTIATE THE SCHOOLS AND ON CHARGING THE SCHOOLS TO MEET HIS NEEDS). IN ADDITION, ADULTS ARE INVOLVED IN A THREE-PHASE PROGRAM WHICH INCLUDES ADULT BASIC EDUCATION, TRAINING ACTIVITIES FOR ADULTS WHO WISH TO WORK AS TEACHER AIDES, AND ALTERNATIVE TRAINING ACTIVITIES ENABLING ADULTS TO INITIATE "COOPERATIVES" FOR ESTABLISHING SELF-DIRECTED ECONOMIC DEVELOPMENT ENTERPRISES OF THEIR OWN. SUPPORT ACTIVITIES INCLUDE SPECIFIC TRAINING FOR TEACHERS AND ADULTS, AS WELL AS CURRICULUM DEVELOPMENT EFFORTS WHERE MATERIALS ARE IRRELEVANT OR NON-EXISTANT. AMONG THE APPENDIXES IS A 45-PAGE REPORT TITLED "RESEARCH AND DEVELOPMENT NEEDS AND PRIORITIES FOR THE EDUCATION OF THE SPANISH-SPEAKING PEOPLE," BY DR. ATILANO A. VALENCIA IN 1970, A BUREAU OF RESEARCH PROJECT UNDERTAKEN BY A SELECTED COMMITTEE FOR THE SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC. (AUTHOR/AJ)

ACCESSION NUMBER: ED101168

PUBLICATION DATE: AUG 72

TITLE: SUMMER INSTITUTE FOR ADULT BASIC EDUCATION TEACHERS OF SPANISH-SPEAKING ADULTS: JULY 12-30, 1971. FINAL REPORT.

DESCRIPTOR: *ADULT BASIC EDUCATION; BEHAVIORAL OBJECTIVES; CULTURAL AWARENESS; *EFFECTIVE TEACHING; ENGLISH (SECOND LANGUAGE); INDIVIDUAL NEEDS; *INSTITUTES (TRAINING PROGRAMS); MICROTEACHING; PERSONAL GROWTH; READING SKILLS; *SPANISH SPEAKING; SUMMER INSTITUTES; *TEACHER EDUCATION

IDENTIFIER: NEW MEXICO

DESCRIPTIVE NOTE: 34P.

THE UNIVERSITY OF NEW MEXICO CONDUCTED AN INSTITUTE FOR ADULT BASIC EDUCATION TEACHERS WITH THE GOAL OF ENCOURAGING THE APPROXIMATELY 100 PARTICIPANTS, ALL TEACHERS OF SPANISH-SPEAKING ADULTS, TO INTEGRATE THEIR PREVIOUS KNOWLEDGE AND TRAINING WITH THE INFORMATION, MATERIALS, IDEAS, AND TECHNIQUES PRESENTED AT THE INSTITUTE, TO MAKE THEM MORE EFFECTIVE TEACHERS. THE MAIN GOAL WAS ACCOMPLISHED THROUGH THE INSTRUCTION RELATED TO THE INSTITUTE'S PROGRAM OBJECTIVES; (1) HOW TO WRITE AND UTILIZE BEHAVIORAL OBJECTIVES WHICH WILL IMPROVE THEIR TEACHING; (2) INSTRUCTION IN THE TECHNIQUES OF MICROTEACHING; (3) TO AID IN THE UNDERSTANDING AND APPRECIATION OF THE SOCIOPSYCHOLOGICAL REALITIES AND PROBLEMS OF THE SPANISH-SPEAKING ADULT; (4) INSTRUCTION IN THE MOST EFFECTIVE METHODS OF TEACHING ENGLISH AS A SECOND LANGUAGE AND TEACHING READING SKILLS IN AN INTEGRATED PROGRAM; AND (5) THE UTILIZATION OF THE PERSONAL GROWTH CURRICULUM IN ORDER TO MEET INDIVIDUAL NEEDS. TO ATTAIN THESE OBJECTIVES THE INSTITUTE'S PROGRAM CONCENTRATED ON THE SUBJECT AREAS OF CULTURAL AWARENESS, PERSONAL GROWTH CURRICULUM, ENGLISH AS A SECOND LANGUAGE, READING AND GUIDANCE AND COUNSELING. ONE OF THE MOST IMPORTANT BY-PRODUCTS OF THE INSTITUTE WAS THE DEVELOPMENT OF A READING KIT FOR BEGINNING ABE TEACHERS, WHICH IS BRIEFLY OUTLINED AT THE CONCLUSION. (BP)

ACCESSION NUMBER: ED101243

PUBLICATION DATE: MAY 72

TITLE: PROPOSALS TO ELIMINATE LEGAL BARRIERS AFFECTING ELDERLY MEXICAN-AMERICANS; A WORKING PAPER, PREPARED FOR THE SPECIAL COMMITTEE ON AGING, UNITED STATES SENATE, NINETY-SECOND CONGRESS, SECOND SESSION.

PERSONAL AUTHOR: REYNOSO, CRUZ; COPPELMAN, PETER D.

DESCRIPTOR: *ECONOMIC DISADVANTAGEMENT; *FEDERAL PROGRAMS; GOVERNMENT PUBLICATIONS; *MEXICAN AMERICANS; *OLDER ADULTS; PROGRAM IMPROVEMENT; *SOCIAL PROBLEMS

DESCRIPTIVE NOTE: 15P.

THIS REPORT TO THE SPECIAL COMMITTEE ON AGING OF THE U.S. SENATE FOUND THAT FOR NO SINGLE CATEGORY OF THE POOR IS THERE AS GREAT A GAP BETWEEN AVAILABILITY AND ACCESSIBILITY OF SERVICES AS FOR ELDERLY MEXICAN-AMERICANS. THE REPORT PROPOSES THAT AS A BARE MINIMUM AND MEAGER BEGINNING, CONGRESS REMOVE THE UNJUSTIFIABLE LEGAL BARRIERS TO OBTAINING FEDERAL BENEFITS. SOME OF THESE PROPOSALS ARE TO: (1) ELIMINATE CITIZENSHIP AND DURATIONAL RESIDENCY REQUIREMENTS; (2) ASSURE MORE ADEQUATE OLD AGE ASSISTANCE INCOME LEVELS; (3) STRENGTHEN FEDERAL PROTECTIONS AGAINST MEDICAID CUTBACKS BY STATES; (4) IMPROVE QUALITY-OF-CARE STANDARDS IN GENERAL HOSPITALS RECEIVING MEDICARE MONEY; AND (5) ELIMINATE RELATIVE RESPONSIBILITY PROVISIONS IN OLD AGE ASSISTANCE PROGRAMS. (AUTHOR/PC)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 (STOCK NO. 5270-1461, $0.10)

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ACCESSION NUMBER: ED101259

PUBLICATION DATE: MAR 72

TITLE: COUNSELING THE MEXICAN-AMERICAN STUDENT: A POSITION PAPER.

PERSONAL AUTHOR: GONZALEZ, CARLOS; AND OTHERS

DESCRIPTOR: *COUNSELOR ACCEPTANCE; COUNSELOR CHARACTERISTICS; *CULTURAL PLURALISM; *IDENTIFICATION (PSYCHOLOGICAL); JUNIOR COLLEGES; JUNIOR COLLEGE STUDENTS; *MEXICAN AMERICANS; *SELF CONCEPT; STATE OF THE ART REVIEWS

DESCRIPTIVE NOTE: 11P.

THE AUTHORS ATTEMPT TO INCREASE UNDERSTANDING OF THE CHICANO STUDENT IN A COMMUNITY COLLEGE SETTING. THE ATTITUDES AND VALUES OF A COUNSELOR ARE VERY IMPORTANT IN A COUNSELING RELATIONSHIP; THEREFORE, A COUNSELOR MUST BE HONEST WITH HIMSELF IN ANALYZING HIS OWN FEELINGS ABOUT THOSE WHO ARE DIFFERENT FROM HIMSELF. MANY CHICANO STUDENTS ENTER COMMUNITY COLLEGES WITH A DEFINITE IDENTITY CRISIS. THEY HAVE BEEN LIVING IN TWO CULTURES, BELIEVING THAT THEY MUST TOTALLY ACCEPT ONE AND REJECT THE OTHER. A COUNSELOR HAS A RESPONSIBILITY TO EDUCATE HIMSELF ABOUT THE HISTORY AND CULTURE OF THE MEXICAN-AMERICAN AND TO TAKE AN ACTIVE PART IN HELPING STUDENTS RESOLVE THEIR IDENTITY CRISES. IN ADDITION IT IS IMPORTANT FOR STUDENTS TO BE ENCOURAGED TO STUDY THE HISTORY AND CULTURE OF THE MEXICAN-AMERICAN (I.E., RAZA CLASSES). (AUTHOR/PC)

ACCESSION NUMBER: ED101291

PUBLICATION DATE: 73

TITLE: READING ACHIEVEMENT AND IN-GRADE RETENTION RATE DIFFERENTIALS FOR MEXICAN-AMERICAN AND BLACK STUDENTS IN SELECTED STATES OF THE SOUTHWEST.

PERSONAL AUTHOR: CASAVANTES, EDWARD JOSEPH

DESCRIPTOR: DOCTORAL THESES; *EDUCATIONAL DISADVANTAGEMENT; *EQUAL EDUCATION; *GRADE REPETITION; INTERMEDIATE GRADES; *MEXICAN AMERICANS; NEGROES; *READING ACHIEVEMENT; READING RESEARCH; SCHOOL SURVEYS; SOCIOECONOMIC INFLUENCES; STATE SURVEYS

IDENTIFIER: ARIZONA; CALIFORNIA; COLORADO; NEW MEXICO; TEXAS

DESCRIPTIVE NOTE: 279P.; PH.D. DISSERTATION, UNIVERSITY OF SOUTHERN CALIFORNIA

TWO SETS OF DATA FROM THE U.S. COMMISSION ON CIVIL RIGHTS' MEXICAN AMERICAN EDUCATION STUDY WERE SELECTED FOR ANALYSIS IN THE AREAS OF (1) COMPARATIVE READING ACHIEVEMENT RATES OF MEXICAN AMERICANS AND BLACK STUDENTS; AND (2) DIFFERENTIAL IN-GRADE RETENTION RATES OF ANGLO, MEXICAN AMERICAN, AND BLACK STUDENTS. TWO SEPARATE ISSUES WERE EXAMINED. THE FIRST TESTED THE HYPOTHESIS THAT WITH THE DROPOUT RATE FOR MEXICAN AMERICANS HELD CONSTANT, IT IS THESE STUDENTS WHO HAVE THE LOWER READING ACHIEVEMENT LEVEL RATHER THAN THE BLACK STUDENTS AS MOST PREVIOUS STUDIES INDICATED. THE SECOND ISSUE WAS TO SHOW THAT NOT ONLY WERE ANGLO STUDENTS RETAINED IN GRADE AT DIFFERENTIAL RATES BY CALIFORNIA AND TEXAS SCHOOLS, BUT THAT THIS PRACTICE WAS MORE PREVALENT IN REGARD TO MINORITY STUDENTS. THE DATA USED WAS A STRATIFIED RANDOM SAMPLE OF 1,166 SCHOOLS IN ARIZONA, CALIFORNIA, COLORADO, NEW MEXICO, AND TEXAS. FROM AN ANALYSIS OF THIS SURVEY, IT WAS CONCLUDED THAT THERE IS A PREJUDICE AND DIFFERENTIAL TREATMENT AGAINST MEXICAN AMERICANS AND THAT THIS HURTS THE STUDENTS' CHANCES OF ADVANCEMENT. IT IS RECOMMENDED THAT MEXICAN AMERICAN STUDENTS BE GIVEN MORE OF THE TYPE OF EDUCATION THEY NEED, AND LESS OF THE MIDDLE CLASS, ANGLO-ORIENTED INSTRUCTION NOW PERVASIVE IN THE SOUTHWEST. (AUTHOR/TS)

AVAILABILITY: UNIVERSITY MICROFILMS, P.O. BOX 1764, ANN ARBOR, MICHIGAN 48106 (ORDER NO. 74-28,425, MFILM $5.00, XEROGRAPHY $11.00)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED101562

PUBLICATION DATE: APR 73

TITLE: NOTE ON THE ACQUISITION OF SONORANTS IN SPANISH. PAPERS AND REPORTS ON CHILD LANGUAGE DEVELOPMENT, NO. 6.

PERSONAL AUTHOR: STOEL, CAROLINE

DESCRIPTOR: *CHILD LANGUAGE; *CONSONANTS; IMITATION; *LANGUAGE DEVELOPMENT; LINGUISTIC THEORY; *PHONEMES; PHONETIC TRANSCRIPTION; PRONUNCIATION; PSYCHOLINGUISTICS; *SPANISH; SPANISH SPEAKING; SPEECH; SYLLABLES; VOWELS

DESCRIPTIVE NOTE: 10P.

THIS IS A PRELIMINARY REPORT ON THE TESTING OF TWO HYPOTHESES RELATED TO THE ACQUISITION OF SPANISH PHONEMES, NAMELY THAT IN THE NASAL SERIES, PRODUCTION OF THE LABIAL IS ACQUIRED BEFORE THE DENTAL, FOLLOWED BY THE VELAR; AND THAT THE LIQUID SERIES, CONTAINING "L", "R", AND TRILLED "R" (RR) WILL BE THE LAST CLASS OF SOUNDS TO BE ACQUIRED. THESE HYPOTHESES WERE TESTED ON SIX SPANISH-SPEAKING CHILDREN. THE INTERVOCALIC POSITION WAS CHOSEN AS THAT OF MAXIMAL CONTRAST. ON A WEEKLY BASIS, OVER A PERIOD OF FIVE MONTHS, THE SUBJECTS WERE ASKED TO IMITATE NONSENSE SYLLABLES CONTAINING THE FORM VCV, ALLOWING FOR THE COLLECTION OF DATA ON ALL 18 SPANISH CONSONANT PHONEMES IN THREE ENVIRONMENTS: A-A, I-E, AND U-O. IN ADDITION, SPONTANEOUS SPEECH AND REAL WORD IMITATION WAS ALLOWED, BUT NOT ANALYZED IN THIS REPORT. THE SESSIONS WERE RECORDED ON TAPE AND PHONETICALLY TRANSCRIBED. TAKING INSTABILITY TO INDICATE RECENT ACQUISITION, THE RESULTS NEITHER DISPROVE NOR PROVE THE FIRST PART OF HYPOTHESIS 1; SEEM TO SUPPORT PART 2 OF HYPOTHESIS 1; AND SEEM TO SUPPORT HYPOTHESIS 2. THE CONCLUSION CALLS FOR FURTHER STUDY ON YOUNGER SPANISH-SPEAKING CHILDREN. AN APPENDIX LISTS ALL STIMULUS ITEMS THAT WERE USED. (AM)

ACCESSION NUMBER: ED101846

PUBLICATION DATE: 74

TITLE: EXPERIENCIAS EN LENGUAJE PARA SU NINO ED ECAD PRE-ESCOLAR. PARTE I: ACTIVIDADES PARA LA CASA. (LANGUAGE EXPERIENCES FOR YOUR PRESCHOOLER. PART I: ACTIVITIES AT HOME.)

DESCRIPTOR: *COMMUNICATION SKILLS; COMPENSATORY EDUCATION; CONCEPT FORMATION; DECISION MAKING SKILLS; EDUCATIONAL GAMES; FAMILY ENVIRONMENT; LANGUAGE DEVELOPMENT; *LEARNING ACTIVITIES; LEARNING READINESS; PARENT CHILD RELATIONSHIP; *PARENT EDUCATION; *PRESCHOOL CHILDREN; QUESTIONING TECHNIQUES; READING DEVELOPMENT; *SPANISH SPEAKING; STORY READING

DESCRIPTIVE NOTE: 77P.; ED 095 587 IS THE ENGLISH VERSION OF THIS DOCUMENT

THE PURPOSE OF THIS MANUSCRIPT (WRITTEN IN SPANISH) IS TO ENCOURAGE THE DEVELOPMENT OF COMMUNICATION SKILLS OF PRESCHOOL CHILDREN BY INTRODUCING THEIR PARENTS TO A NUMBER OF LEARNING ACTIVITIES SUITABLE FOR HOME USE. IT IS WRITTEN TO BE USED BY AN INSTRUCTOR WHO IS WORKING WITH PRESCHOOL PARENTS. THE ACTIVITIES, WHICH ARE DESIGNED TO BE UNCOMPLICATED AND REASONABLE IN COST AND INVESTED TIME, ARE GROUPED IN 10 SECTIONS: (1) KNOWING THE CHILD; (2) WHAT HAPPENS BETWEEN PARENT AND CHILD; (3) SETTING GOALS FOR THE CHILD; (4) EMPHASIZING EVERYDAY HAPPENINGS; (5) READING TO CHILDREN; (6) USING FREE AND INEXPENSIVE MATERIALS FOR LANGUAGE EXPERIENCES; (7) MAKING THE ALPHABET LETTERS; (8) GAMES THAT CAN BE MADE AT HOME; (9) WRITING DOWN CHILDREN'S EXPERIENCES; AND (10) WRITING STORIES WITH THE CHILD. EACH OF THE SECTIONS CONTAINS DIRECTED ACTIVITIES TO BE PERFORMED WITH THE INSTRUCTOR'S GUIDANCE, AT HOME ACTIVITIES INVOLVING THE PARENT AND CHILD, AND PARENT TAKE-HOME SHEETS WITH INFORMATION AND EXERCISES THEY CAN USE TO INCREASE THEIR OWN KNOWLEDGE. SOME BENEFITS OF THE PROGRAM ARE LISTED; THE MAJOR EXPECTATION IS THAT THE ACTIVITIES WILL ENHANCE A CHILD'S CHANCES OF SUCCESS IN THE INITIAL STAGES OF LEARNING TO READ AND WRITE. (SDH)

AVAILABILITY: THE UNIVERSITY OF THE STATE OF NEW YORK, THE STATE EDUCATION DEPARTMENT, BUREAU OF CONTINUING EDUCATION CURRICULUM DEVELOPMENT, ALBANY, NEW YORK 12224 (NO PRICE QUOTED)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED101851

PUBLICATION DATE: 30 JUN 73

TITLE: INFANT DEVELOPMENT THROUGH ENRICHING ACTIVITIES AT HOME. PROJECT I.D.E.A. FINAL PROJECT REPORT.

PERSONAL AUTHOR: DALL ARMI, LORENZO

DESCRIPTOR: *COMPENSATORY EDUCATION PROGRAMS; DEVELOPMENTAL TASKS; *EARLY CHILDHOOD EDUCATION; EDUCATIONAL OBJECTIVES; FAMILY BACKGROUND; *HOME VISITS; LANGUAGE DEVELOPMENT; *MEXICAN AMERICANS; MOTHER ATTITUDES; POST TESTING; PRETESTING; PROGRAM DESCRIPTIONS; *PROGRAM EVALUATION; PSYCHOMOTOR SKILLS; SOCIAL DEVELOPMENT; TABLES (DATA)

IDENTIFIER: ELEMENTARY SECONDARY EDUCATION ACT TITLE III; ESEA TITLE III; IDEA; *INFANT DEVELOPMENT THROUGH ENRICHING ACTIVITIES

DESCRIPTIVE NOTE: 122P.; THIS DOCUMENT IS PRINTED ON COLORED PAGES AND MAY REPRODUCE MARGINALLY

THIS FINAL REPORT CONTAINS NARRATIVE INFORMATION AND STATISTICAL DATA ON THE 3-YEAR INFANT DEVELOPMENT THROUGH ENRICHING ACTIVITIES (IDEA) PROGRAM. THE PROJECT WAS DESIGNED TO INCREASE THE POTENTIAL FOR ACADEMIC SUCCESS OF HIGH-RISK, LOW-INCOME CHILDREN BY PROMOTING MOTOR, SOCIAL AND LANGUAGE DEVELOPMENT THROUGH HOME INTERVENTION. APPROXIMATELY 450 MEXICAN-AMERICAN CHILDREN, AGES 1-5, WERE INCLUDED IN THE PROGRAM . FEEDBACK FROM WEEKLY HOME VISITS AND FROM PRE- AND POST-TESTING WAS USED TO DETERMINE THE MOTHER'S AND CHILDREN'S PROGRESS. NARRATIVE INFORMATION IS PRESENTED IN A QUESTION-ANSWER FORMAT ACCOMPANIED BY DATA TABLES. STATISTICAL INFORMATION ON PARENTS, CHILDREN AND OTHER PROJECT ASPECTS MAKE UP MORE THAN HALF OF THE REPORT. (SDH)

ACCESSION NUMBER: ED101867

PUBLICATION DATE: AUG 74

TITLE: ETHNIC COMPETITION FOR CONTROL OF SCHOOLS IN TWO SOUTH TEXAS TOWNS.

PERSONAL AUTHOR: POST, DONALD EUGENE

DESCRIPTOR: ADMINISTRATIVE PERSONNEL; *ANGLO AMERICANS; BOARDS OF EDUCATION; CONFLICT; DOCTORAL THESES; *ETHNIC RELATIONS; ETHNOLOGY; LEADERSHIP; *MEXICAN AMERICANS; *POWER STRUCTURE; SCHOOL DISTRICT AUTONOMY; *SOCIOCULTURAL PATTERNS; SOCIOECONOMIC INFLUENCES

IDENTIFIER: CHICANOS; *TEXAS

DESCRIPTIVE NOTE: 521P.; PH.D. DISSERTATION, UNIVERSITY OF TEXAS

THE STUDY EXAMINED THE COMPETITION FOR CONTROL OF SCHOOLS BETWEEN ANGLOS AND MEXICAN AMERICANS IN 2 SOUTH TEXAS TOWNS. THE STUDY'S MAJOR OBJECTIVE WAS TO DESCRIBE THE HISTORY OF, AND CONCEPTUALLY ACCOUNT FOR, THE DEVELOPMENT OF THIS NEW ETHNIC POWER STRUGGLE IN WHICH THE CONTROL OF SCHOOLS PLAYED A PRIMARY ROLE. BOTH TOWNS, SITUATED IN A REGION KNOWN FOR ITS YEAR-ROUND VEGETABLE ECONOMY, SHARED SUCH DEMOGRAPHIC CHARACTERISTICS AS POPULATION SIZE, ETHNIC COMPOSITION, AND ANGLO DOMINANCE OF THE ECONOMY. AMONG THE 146 PERSONS INTERVIEWED WERE PAST AND PRESENT SCHOOL BOARD MEMBERS, PERSONS WHO HAD UNSUCCESSFULLY COMPETED FOR SCHOOL BOARD POSITIONS, ADMINISTRATORS, TEACHERS, CITY AND COUNTY OFFICIALS, AND RAZA UNIDA PARTY MEMBERS. OBSERVATIONS OF SUCH EVENTS AS SCHOOL BOARD MEETINGS, CITY COUNCIL MEETINGS, FOOTBALL GAMES AND PRACTICES, CHURCH SERVICES, AND CONFRONTATIONS BETWEEN THE BETTER GOVERNMENT LEAGUE, LOCAL CIUDADANOS, CRYSTAL CITY ANGLOS, AND THE CRYSTAL CITY RAZA UNIDA PARTY WERE CONDUCTED. SOME FINDINGS WERE: (1) HISTORICALLY ANGLOS HAD DOMINATED THE MEXICAN AMERICAN SOCIALLY AND CULTURALLY BY CONTROLLING THE AGRICULTURAL ECONOMY; (2) BOTH ETHNIC SECTORS PERCEIVED SCHOOLS AS A BASIC LOCAL ENERGY SOURCE TO BE USED AS POWER IN CONTROLLING THE LOCAL PHYSICAL AND SOCIAL ENVIRONMENT; AND (3) ETHNIC CONFLICT RESULTED IN A DECREASE OF "LATITUDE" FOR SUBORDINATES' ACTIONS WITHIN THE SCHOOL DOMAIN. (NQ)

ACCESSION NUMBER: ED101877

PUBLICATION DATE: 18 MAR 74

TITLE: LONGITUDINAL ENROLLMENT DYNAMICS AND CHANGES IN ETHNIC PROPORTIONALITY.

PERSONAL AUTHOR: GREAVES, FRED

DESCRIPTOR: CLASS SIZE; DROPOUT RATE; *ENROLLMENT TRENDS; *ETHNIC DISTRIBUTION; *HIGH SCHOOL STUDENTS; LONGITUDINAL STUDIES; *SPANISH SPEAKING; *TABLES (DATA)

IDENTIFIER: *CALIFORNIA; SALINAS

DESCRIPTIVE NOTE: 11P.

THE FEDERAL RACIAL/ETHNIC SURVEYS OF THE SALINAS UNION HIGH SCHOOL DISTRICT WERE EXAMINED TO IDENTIFY CHANGES IN ETHNIC PROPORTIONS WITHIN A PARTICULAR CLASS FROM ITS ENTRY IN THE 9TH GRADE UNTIL THE 12TH GRADE. THE 9TH, 10TH, 11TH, AND 12TH GRADE PROPORTIONAL DISTRIBUTIONS ARE REPORTED BY SCHOOL (ALISAL HIGH SCHOOL, NORTH SALINAS HIGH SCHOOL, AND SALINAS HIGH SCHOOL) AND DISTRICT BEGINNING WITH THE YEAR 1967. ALTHOUGH THE TOTALS OF ALL RACIAL AND ETHNIC GROUPS WERE USED TO COMPUTE PERCENTAGES, ONLY SPANISH SURNAMED AND THE SURVEY CATEGORY "ALL OTHERS", WHICH INCLUDES EVERYONE EXCEPT AMERICAN ASIANS, NATIVE AMERICANS, BLACKS, AND SPANISH SURNAMED, ARE SHOWN. A STRONG WARNING IS GIVEN AGAINST "CASUAL INTERPRETATION OF THE INFORMATION PRESENTED AS AN AUTHORITATIVE INDICATION OF A DROPOUT PROBLEM" SINCE THE LONGITUDINAL DECREASES MAY BE DUE TO SUCH VARIABLES AS: (1) TRANSFERS TO OTHER SCHOOL DISTRICTS, REGULAR HIGH SCHOOLS (INTRADISTRICT), SALINAS ADULT SCHOOL, HOME TEACHING, SPECIAL SCHOOLS, CITY PAROCHIAL SCHOOLS, MT. TORO HIGH SCHOOL, OR NEW DIRECTIONS SCHOOL; (2) EARLY GRADUATION; (3) RELEASE FROM SCHOOL TO MEET GRADUATION REQUIREMENTS AT HARTNELL COMMUNITY COLLEGE; AND (4) DROPPING OUT (DISCONTINUATION OF PROGRESS TOWARDS SATISFYING HIGH SCHOOL DIPLOMA REQUIREMENTS). (NQ)

ACCESSION NUMBER: ED101878

PUBLICATION DATE: OCT 74

TITLE: PARA LOS NINOS -- FOR THE CHILDREN: IMPROVING EDUCATION FOR MEXICAN AMERICANS.

PERSONAL AUTHOR: SOTOMAYOR, FRANK

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *BILINGUAL EDUCATION; CHANGING ATTITUDES; COUNSELOR ATTITUDES; *EDUCATIONAL ATTITUDES; EDUCATIONAL DISADVANTAGEMENT; *MEXICAN AMERICANS; SELF CONCEPT; *STUDENT ATTITUDES; *TEACHER ATTITUDES

IDENTIFIER: CHICANOS; *SOUTHWEST

DESCRIPTIVE NOTE: 30P.; THIS PUBLICATION AND REPORT VI ALSO AVAILABLE IN SPANISH

THE U.S. COMMISSION ON CIVIL RIGHTS CONDUCTED THE MEXICAN AMERICAN EDUCATION STUDY BETWEEN 1969 AND 1974. DRAWN FROM THE PUBLISHED AND UNPUBLISHED FINDINGS OF THIS STUDY, THIS REPORT DISCUSSES THE EDUCATION OF MEXICAN AMERICANS IN THE 5 SOUTHWESTERN STATES OF ARIZONA, CALIFORNIA, COLORADO, NEW MEXICO, AND TEXAS, WHERE ABOUT 85 PERCENT OF ALL CHICANOS LIVE. ADDITIONAL MATERIAL WAS OBTAINED FROM INTERVIEWS WITH STUDENTS, PARENTS, AND EDUCATORS THROUGHOUT THE SOUTHWEST. TOPICS DISCUSSED ARE: (1) THE FIRST DAY OF SCHOOL FOR A CHICANO; (2) WHAT STUDENTS FEEL; (3) WHAT TEACHERS EXPECT OF CHICANOS; (4) WHAT SCHOOLS ARE DOING; AND (5) BILINGUAL/BICULTURAL EDUCATION. THE REPORT OF THE MEXICAN AMERICAN STUDY ARE LISTED. (NQ)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402

ACCESSION NUMBER: ED101885

PUBLICATION DATE: APR 74

TITLE: ETHNIC IDENTIFICATION AND POLITICAL ATTITUDES AMONG MEJICANO YOUTH IN SAN ANTONIO, TEXAS.

PERSONAL AUTHOR: GARCIA, NEFTALI G.; AND OTHERS

DESCRIPTOR: *ACCULTURATION; ADULT LEADERS; BEHAVIOR DEVELOPMENT; *CULTURAL BACKGROUND; HIGH SCHOOL STUDENTS; LEADERSHIP QUALITIES; *MEXICAN AMERICANS; PERSONAL VALUES; *POLITICAL ATTITUDES; *POLITICAL SOCIALIZATION

IDENTIFIER: *MEJICANOS

DESCRIPTIVE NOTE: 42P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE ROCKY MOUNTAIN SOCIAL SCIENCE ASSOCIATION, APRIL 1974, EL PASO, TEXAS

THE ETHNIC IDENTIFICATION AND POLITICAL ATTITUDES OF "MEJICANO" YOUTH IN SAN ANTONIO, TEXAS WERE EXAMINED DURING SPRING 1973. THE AFFECT OR ATTACHMENT LEVELS FOR VARIOUS TYPES OF POLITICAL LEADERS, AS WELL AS FOR THE PRESIDENT AND THE POLICEMAN, WERE DETERMINED. RESPONDENTS WERE 170 "MEJICANO" STUDENTS IN THE 7TH, 9TH, AND 12TH GRADES. A QUESTIONNAIRE, WHICH REPLICATED OTHER DATA SETS TO FACILITATE COMPARABILITY, WAS DESIGNED TO TAP (1) ETHNIC IDENTIFICATION WITH 4 ELEMENTS CONSIDERED TO BE INTEGRAL CHARACTERISTICS OF THE "MEJICANO" CULTURE--LANGUAGE, CONTACT WITH MEXICO, CUISINE, AND FOLK MEDICINE; AND (2) THE RESPONDENTS' ATTITUDES TOWARD ETHNIC SEPARATION. SOME FINDINGS WERE: (1) OVERALL, A STRONG SENSE OF ETHNIC IDENTIFICATION CONTINUED TO GOVERN THE LIFE STYLES OF "MEJICANOS" IN SAN ANTONIO; (2) THE LANGUAGE, WAY OF LIFE, TRADITIONS, AND SOCIAL INTERACTION FAVORED THE PERSISTENCE OF THE ETHNIC FACTOR; (3) THERE WAS NO DISCERNABLE IDEOLOGICAL PREFERENCE IN THE AFFECT OR ATTACHMENT CHOICES, NOR DID THERE SEEM TO BE MUCH SUPPORT FOR SPANISH SURNAMED LEADERS ON THE BASIS OF THEIR ETHNICITY; AND (4) THE RANGE OF AWARENESS OF POLITICAL LEADERS WAS RATHER NARROW. (NQ)

ACCESSION NUMBER: ED101896

PUBLICATION DATE: DEC 73

TITLE: A MODEL PROGRAM FOR TRAINING PERSONNEL TO DEVELOP SOLUTIONS TO MAJOR EDUCATIONAL PROBLEMS IN THE INDIAN AND MEXICAN-AMERICAN COMMUNITIES. FINAL REPORT.

PERSONAL AUTHOR: HALE, JAMES A.

DESCRIPTOR: *AMERICAN INDIANS; CHANGE AGENTS; CONSORTIA; EDUCATIONAL DEVELOPMENT; *EDUCATIONAL RESEARCHERS; *HIGHER EDUCATION; INTERINSTITUTIONAL COOPERATION; *MEXICAN AMERICANS; *MODELS; PROGRAM EVALUATION; SKILL DEVELOPMENT; SUMMATIVE EVALUATION; TRAINING

IDENTIFIER: *CHICANOS

DESCRIPTIVE NOTE: 223P.

THE PROGRAM'S OBJECTIVE WAS TO TRAIN A CADRE OF RESEARCH AND DEVELOPMENT SPECIALISTS WITH COMPETENCIES TO STRENGTHEN AND INSTITUTIONALIZE ORGANIZATIONAL ASSESSMENT AND PROGRAM DEVELOPMENT WITHIN HIGHER EDUCATION INSTITUTIONS SERVING LARGE NUMBERS OF CHICANO AND NATIVE AMERICAN STUDENTS. THE PROJECT'S TWO MAJOR THRUSTS WERE: (1) PROJECT MANAGEMENT AND CONSORTIUM ARRANGEMENTS AND (2) ARTICULATION OF CURRICULUM OBJECTIVES, CONTENT, AND ACTIVITIES. FACULTY MEMBERS AND ADMINISTRATORS FROM 17 2-YEAR AND 4-YEAR "DEVELOPING" INSTITUTIONS OF HIGHER EDUCATION LOCATED IN THE SOUTHWESTERN UNITED STATES PARTICIPATED. THE RESEARCH TRAINING PROGRAM CONSISTED OF: (1) AN ENTRY SKILLS DIAGNOSTIC TEST ADMINISTERED PRIOR TO THE START OF FORMAL INSTRUCTION; (2) A FORMAL ACADEMIC TRAINING PHASE; AND (3) A PRACTICUM OR FOLLOWUP PHASE CONDUCTED AT THE PARENT INSTITUTION AND AT THE EDUCATIONAL TESTING SERVICE. BOTH "ENROUTE" AND TERMINAL PERFORMANCE MEASURES WERE USED IN THE PROGRAM'S EVALUATION. ALTHOUGH THE MODEL WAS DEFICIENT ALONG SOME LINES, IT PROVED TO BE USEFUL IN IDENTIFYING THE MAJOR DIMENSIONS OF A TRAINING PROGRAM. THIS REPORT CONTAINS DOCUMENTATION OF THE PROGRAM OBJECTIVES, ACTIVITIES, AND EVALUATION AND THE RESULTS OF TESTING A TRANSPORTABLE TRAINING MODEL. EXTERNAL EVALUATOR'S REPORTS (PRE-POST, COMPARATIVE, AND SUMMATIVE) ARE INCLUDED IN THE FORM SUBMITTED. (NQ)

ACCESSION NUMBER: ED101897

PUBLICATION DATE: FEB 74

TITLE: AN ANGLO VIEW OF MEXICAN AMERICANS. "PUBLIC SERVICE", VOL. 1, NO. 2, FEBRUARY 1974.

PERSONAL AUTHOR: BAIRC, FRANK L.

DESCRIPTOR: *ANGLO AMERICANS; *ATTITUDES; *CULTURAL INTERRELATIONSHIPS; GROUP RELATIONS; INTERPERSONAL RELATIONSHIP; *MEXICAN AMERICANS; POLITICS; SOCIAL RELATIONS; STEREOTYPES; *SURVEYS

IDENTIFIER: *LUBBOCK; TEXAS

DESCRIPTIVE NOTE: 6P.

A SURVEY, CONDUCTED IN LATE 1972, ASSESSED ANGLOS' VIEWS OF LUBBOCK'S 17.3 PERCENT MEXICAN AMERICAN POPULATION AND THEIR PERCEPTIONS OF LOCAL ANGLOS' FEELINGS CONCERNING MEXICAN AMERICANS. RESPONDENTS WERE 550 LUBBOCK ANGLO HOUSEHOLDS RANDOMLY SELECTED FROM THE LOCAL CITY DIRECTORY. RESPONDENTS REPRESENTED A CROSS-SECTION OF ANGLO LUBBOCKITES, AVERAGING 36 YEARS OLD, WITH MORE THAN 1 YEAR OF COLLEGE, HEAD OF A FAMILY OF 3.8 PERSONS, AND RECEIVING AN ANNUAL INCOME OF $11,250. QUESTIONNAIRES WERE DISTRIBUTED BY STUDENTS TO THE RESPONDENTS WHO WERE ASKED TO READ OVER THE QUESTIONNAIRE WHILE THE STUDENT WAITED SO AS TO BE AVAILABLE TO EXPLAIN ANYTHING WHICH THE RESPONDENT FELT NEEDED CLARIFICATION. SOME FINDINGS WERE: (1) ANGLOS PERCEIVED MEXICAN AMERICANS AS INDIVIDUALS RATHER THAN AS A MONOLITHIC STEREOTYPED MASS; (2) ANGLOS SAID THEY WOULD NOT REJECT A MEXICAN AMERICAN AT THE POLLS IF HE WERE OTHERWISE QUALIFIED AND THE OFFICE HE SOUGHT WAS A LOCAL ONE EVEN THOUGH NO MEXICAN AMERICAN CANDIDATE HAD YET BEEN SUCCESSFUL; (3) 52.9 PERCENT OF THE RESPONDENTS CONSIDERED RELATIONS BETWEEN THEMSELVES AND MEXICAN AMERICANS WERE ONLY "AVERAGE" WHILE 17.1 PERCENT FELT THEY WERE "POOR"; AND (4) 65.2 PERCENT PREFERRED THAT MEXICAN AMERICANS JOIN ANGLO ORGANIZATIONS RATHER THAN FORM THEIR OWN. (NQ)

JOURNAL CITATION: PUBLIC SERVICE; V1 N2 FEB 1974

ACCESSION NUMBER: ED101905

PUBLICATION DATE: 8 SEP 73

TITLE: THE POLITICAL WORLD OF THE CHICANO CHILD.

PERSONAL AUTHOR: GARCIA, F. CHRIS

DESCRIPTOR: AFFECTIVE BEHAVIOR; *COGNITIVE DEVELOPMENT; COLONIALISM; *CROSS CULTURAL STUDIES; CULTURAL BACKGROUND; CURRICULUM; FAMILY ATTITUDES; *MEXICAN AMERICANS; MOTIVATION; *POLITICAL ATTITUDES; *POLITICAL SOCIALIZATION; ROLE PERCEPTION; SELF CONCEPT

IDENTIFIER: *CHICANOS

DESCRIPTIVE NOTE: 45P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN POLITICAL SCIENCE ASSOCIATION (NEW ORLEANS, LOUISIANA, SEPTEMBER 1973)

CHICANOS COMPRISE BOTH THE OLDEST AND NEWEST MINORITY IN THE UNITED STATES WITH THE LARGEST NUMBER BEING SECOND AND THIRD GENERATION. THEY ARE CHARACTERIZED BY GREAT INTRA-GROUP DIVERSITY ALONG GENERATIONAL, LOCATIONAL, SOCIOECONOMIC, AND ACCULTURATIONAL LINES. THERE IS ALSO EVIDENCE OF INCREASING DIFFERENTIATION IN SOCIAL RELATIONS WITH NON-CHICANOS, IN FAMILY PATTERNS, AND IN THE MAINTENANCE OF CULTURAL DISTINCTIVENESS. YET, CHICANOS SHARE, TO VARYING DEGREES, SOME COMMON ELEMENTS OF HISTORY, CULTURE, "BLOOD", AND POSITION RELATIVE TO THE AMERICAN CORE CULTURE. THE POLITICAL EXPERIENCES OF A MEXICAN AMERICAN YOUNGSTER ARE DIFFERENT FROM THOSE OF HIS CORE CULTURE COUNTERPART. HIS POLITICAL WORLD IS MORE "LOCALLY CIRCUMSCRIBED" THAN THAT OF CORE CULTURE CHILDREN. THE CHICANO'S POLITICAL DEVELOPMENT IS INFLUENCED BY 3 COMPLEX AND INTERRELATED PHENOMENA: (1) HIS CULTURAL VALUES; (2) HIS CONTACTS WITH THE DOMINANT CORE CULTURE; AND (3) HIS SOCIETAL POSITION WHICH RESULTS FROM BOTH HIS CULTURAL VALUES AND HIS CONTACTS WITH THE DOMINANT CORE CULTURE. HIS POLITICAL DEVELOPMENT IS ALSO INFLUENCED BY COLONIALISM, HIS PHYSICAL DISTINCTIVENESS, HIS LANGUAGE, THE SCHOOL, THE LOCAL COMMUNITY (BARRIO), AUTHORITY RELATIONS, AND HIS FAMILY. (AUTHOR/NQ)

ACCESSION NUMBER: ED101906

PUBLICATION DATE: 15 NOV 74

TITLE: HISTORICAL BASIS FOR A "RAZA" TYPOLOGY.

PERSONAL AUTHOR: LUX, GUILLERMO

DESCRIPTOR: ACCULTURATION; *ACTIVISM; AMERICAN HISTORY; COLONIALISM; DEFINITIONS; INTERACTION; *INTERGROUP RELATIONS; *MEXICAN AMERICAN HISTORY; *MEXICAN AMERICANS; SOCIAL CLASS; SPANISH SPEAKING; SUBCULTURE; *TYPOLOGY

IDENTIFIER: *CHICANOS

DESCRIPTIVE NOTE: 23P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE SOUTHERN HISTORICAL ASSOCIATION (DALLAS, TEXAS, 15 NOVEMBER 1974)

HISTORICALLY, THE DOMINANT CULTURE IN THE UNITED STATES HAS, CONSCIOUSLY OR INADVERTENTLY, ATTEMPTED TO ASSIMILATE MINORITY CULTURES — HENCE, THE TERM "MELTING POT". YET DESPITE SEVERAL CENTURIES OF SYSTEMATIC AMERICANIZATION, THERE REMAINS A DEFINITE CULTURAL MOSAIC IN THE UNITED STATES. IN THE POST-MELTING POT ERA, SUCH TERMS AS CHICANO, MEXICAN AMERICAN, SPANISH, LATINO, HISPANO, AND SPANISH AMERICAN HAVE BEEN USED INTERCHANGEABLY TO REFER TO A PERSON OF SPANISH, MEXICAN, AND INDIAN DESCENT. THIS AMBIGUITY IN USAGE EXISTS BECAUSE SOCIAL REALITIES, THE COMPLEXITIES OF INTRA-GROUP DYNAMICS, AND DIFFERENT SUB-GROUP LIFE STYLES HAVE BEEN DISREGARDED. THERE IS FURTHER CONFUSION AND MISUSE BECAUSE OF THE PREFERRED LABEL USAGE SELF-IMPOSED BY THE PEOPLE THEMSELVES IN DIFFERENT GEOGRAPHICAL AREAS. IDEOLOGICAL DIFFERENCES, SOCIAL CLASS STATUS, SOCIOECONOMIC STATUS, AGE, AND POLITICO-SOCIAL CONSCIOUSNESS ARE OVERRIDING FACTORS. ALL "RAZA" TYPES PARTICIPATE IN VARYING DEGREES AND INTENSITY IN "EL MOVIMIENTO". THIS PAPER SORTS OUT SOME OF THE "RAZA" TYPES, SHOWS "RAZA" GROUP INTERACTION AND THEREBY DIFFERENTIATES BETWEEN THE SUB-GROUPS, AND DISCUSSES "EL MOVIMIENTO" ACTIVITIES (USUALLY DISMISSED AS MILITANCY) BY OTHER "RAZA" THAN CHICANOS. (AUTHOR/NQ)

ACCESSION NUMBER: ED101910

PUBLICATION DATE: MAY 75

TITLE: EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF GALVESTON HIGH SCHOOL STUDENTS.

PERSONAL AUTHOR: CRAWFORD, HAROLD B.

DESCRIPTOR: ACADEMIC ASPIRATION; ANGLO AMERICANS; *ASPIRATION; DOCTORAL THESES; ETHNIC GROUPS; *EXPECTATION; *HIGH SCHOOL STUDENTS; LITERATURE REVIEWS; *MEXICAN AMERICANS; *NEGRO STUDENTS; OCCUPATIONAL ASPIRATION; SEX (CHARACTERISTICS); STATISTICAL ANALYSIS; TABLES (DATA)

IDENTIFIER: GALVESTON; *TEXAS

DESCRIPTIVE NOTE: 124P.; ED.D. DISSERTATION, NEW MEXICO STATE UNIVERSITY

THE STUDY SURVEYED THE EDUCATIONAL AND OCCUPATIONAL STATUS ORIENTATIONS OF 914 ANGLO, BLACK, AND MEXICAN AMERICAN HIGH SCHOOL SOPHOMORES AND SENIORS IN GALVESTON, TEXAS. RESPONSES WERE COMPARED BY SEX, AGE, ETHNICITY, GRADE LEVEL, AND SCHOOL PROGRAM IN WHICH ENROLLED (GENERAL, ACADEMIC, OR VOCATIONAL). A 4-WAY ANALYSIS OF VARIANCE PROCEDURE USING ORTHOGONAL POLYNOMIAL CONTRASTS PRODUCED THE SIGNIFICANCE LEVELS OF THESE INDEPENDENT VARIABLES ON THE DEPENDENT VARIABLES OF ASPIRATION AND EXPECTATION LEVELS, ANTICIPATORY GOAL DEFLECTION, ASPIRATION INTENSITY, AND EXPECTATION CERTAINTY. A QUESTIONNAIRE, DEVELOPED AT TEXAS A&M UNIVERSITY AND WIDELY USED IN STATUS PROJECTION STUDIES, WAS GROUP-ADMINISTERED TO SELECTED CLASSES IN BALL HIGH SCHOOL DURING SPRING 1974. AMONG THE FINDINGS, WHICH SUBSTANTIATED THE GROWING BODY OF LITERATURE CONCERNING STUDENT ASPIRATIONS, WERE: (1) ETHNIC GROUPS WERE MORE SIMILAR THAN DIFFERENT, RELATIVE TO THEIR OCCUPATIONAL STATUS ORIENTATIONS; (2) ALTHOUGH BLACKS MAINTAINED HIGHER EDUCATIONAL ASPIRATIONS THAN MEXICAN AMERICANS, BOTH GROUPS HAD STRONGER DESIRES TO ACCOMPLISH THEIR EDUCATIONAL OBJECTIVES THAN ANGLOS DID; (3) FEMALES HAD STRONGER DESIRES TO ACHIEVE THEIR EDUCATIONAL GOALS AND DESIRED SIGNIFICANTLY HIGHER OCCUPATIONAL POSITIONS; AND (4) SOPHOMORES WERE MORE DETERMINED TO ACCOMPLISH THEIR EDUCATIONAL GOALS. (AUTHOR/NQ)

AVAILABILITY: INTER-LIBRARY LOAN, NEW MEXICO STATE UNIVERSITY, LAS CRUCES, N. MEX. 88003

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED101923

PUBLICATION DATE: DEC 73

TITLE: REPORT OF A NATIONAL BILINGUAL BICULTURAL INSTITUTE: A RELOOK AT TUCSON '66 AND BEYOND (ALBUQUERQUE, NEW MEXICO, NOVEMBER 28-DECEMBER 1, 1973).

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION; COMMUNITY ACTION; EDUCATIONAL NEEDS; *EDUCATIONAL OBJECTIVES; EDUCATIONAL PROBLEMS; LEGISLATION; *MEXICAN AMERICANS; *PROGRAM DESCRIPTIONS; SPANISH SPEAKING; SPEECHES; *SYMPOSIA

IDENTIFIER: CHICANOS

DESCRIPTIVE NOTE: 48P.; FOR RELATED DOCUMENT, SEE ED 017 222

THE SYMPOSIUM, CONVENED IN 1966 AT THE UNIVERSITY OF ARIZONA (TUCSON), SERVED AS A SEQUEL TO THE 1965 "TUCSON SURVEY ON THE TEACHING OF SPANISH TO THE SPANISH SPEAKING" AND AS A PROLOGUE TO ACTION. NOVEMBER 28-DECEMBER 1, 1973 A NATIONAL BILINGUAL BICULTURAL INSTITUTE WAS HELD TO: (1) REVIEW THE RATIONALE, ACTIVITIES, AND RECOMMENDATIONS OF THE 1966 SYMPOSIUM; (2) REVIEW IMPORTANT ACTIVITIES IN BILINGUAL BICULTURAL EDUCATION SINCE 1966; (3) DEMONSTRATE EXEMPLARY BILINGUAL BICULTURAL EDUCATION PROGRAMS WHICH HAVE BEEN IMPLEMENTED IN SCHOOL SETTINGS OF HIGH MEXICAN AMERICAN CONCENTRATION; (4) REVIEW PRESENT AND PENDING STATE AND NATIONAL BILINGUAL BICULTURAL EDUCATION LEGISLATION AND APPROPRIATIONS; AND (5) DEVELOP NEW DIRECTIONS FOR BILINGUAL BICULTURAL EDUCATION IN AMERICAN EDUCATION FOR THE 1970'S WHICH WILL LEAD TO NATIONAL LEGISLATION. SINCE CHICANOS ARE THE LARGEST SPANISH SPEAKING COMMUNITY IN THE UNITED STATES, THE INSTITUTE'S EMPHASIS WAS ON BILINGUAL BICULTURAL EDUCATION FOR MEXICAN AMERICAN CHILDREN, FROM PRESCHOOL TO COLLEGE. GIVEN IN THIS REPORT ARE: (1) CONDENSED VERSIONS OF ADDRESSES GIVEN AT THE INSTITUTE; (2) WORK LAB REPORTS ON STATE AND NATIONAL LEGISLATIVE, ADMINISTRATIVE, COURT, AND COMMUNITY ACTION; (3) BRIEF DESCRIPTIONS OF LOCAL AND NATIONAL BILINGUAL BICULTURAL EXEMPLARY PROJECTS; AND (4) GENERAL INSTITUTE RECOMMENDATIONS. (NQ)

ACCESSION NUMBER: ED101924

PUBLICATION DATE: MAR 75

TITLE: THE CHICANO LITERARY WORLD--1974. THE NATIONAL SYMPOSIUM ON CHICANO LITERATURE AND CRITICAL ANALYSIS (1ST, LAS VEGAS, NEW MEXICO, NOVEMBER 1974).

PERSONAL AUTHOR: ORTEGO, FELIPE, COMP.; CONDE, DAVID, COMP.

DESCRIPTOR: *ANALYTICAL CRITICISM; CHARACTERIZATION (LITERATURE); FOLK DRAMA; *HUMOR; *LITERARY CRITICISM; LITERATURE; MEXICAN AMERICANS; POETRY; SATIRE; *SPANISH AMERICAN LITERATURE; *SYMPOSIA

IDENTIFIER: *CHICANOS

DESCRIPTIVE NOTE: 102P.

OVER 200 PARTICIPANTS FROM 10 STATES AND 17 UNIVERSITIES ATTENDED "THE FIRST NATIONAL SYMPOSIUM ON CHICANO LITERATURE AND CRITICAL ANALYSIS." FIVE OF THE PAPERS PRESENTED AT THE SYMPOSIUM ARE GIVEN IN THIS PUBLICATION. THE PAPERS COVER CHICANO POETRY, NOVEL, DRAMA, AND POPULAR FOLKLORE HUMOR. "NATIONAL CHARACTER VS UNIVERSALITY IN CHICANO POETRY" SETS FORTH THE NOTION THAT NATIONAL TRADITIONS ARE ADAPTATIONS OF UNIVERSAL STYLES AND NATIONAL CHARACTER IS OR SHOULD BE BUT A STEP TOWARD UNIVERSALITY. THE NEW "SPACE" (IDENTITY) OF CHICANO ART OR LITERATURE IS RELATED TO THE DEFINITION OF THE CHICANO NATIONAL CHARACTER IN "THE SPACE OF CHICANO LITERATURE." IN "LA PROSA CHICANO: TRES EPIGONES DE LA NOVELA MEXICANA DE LA REVOLUCION", THREE NOVELS ARE REVIEWED--TOMAS RIVERA'S "Y NO SE LO TRAGO LA TIERRA", ROLANDO R. HINOJOSA-S.' "ESTAMPAS DEL VALLE Y OTRAS OBRAS", AND MIGUEL MANDEZ-M.'S "PEREGRINOS DE AZTLAN." HUMOR AS A TOOL OF ARTISTIC EXPRESSION IS THE TOPIC OF "CHICANO FOLKLORE: RAZA HUMOR IN TEXAS." ALTHOUGH THE TITLE INDICATES A TEXAS CONTEXT, MANY OF THE SITUATIONS AND EXPRESSIONS ARE PART OF THE NATIONAL CHICANO EXPERIENCE. "SATIRE: TECHNIQUES AND DEVICES IN LUIS VALDEZ' 'LAS DOS CARAS DEL PATRONCITO'" TRACES THE EXCHANGE OF ROLES BETWEEN THE OPPRESSOR AND THE OPPRESSED. (AUTHOR/NQ)

ACCESSION NUMBER: ED102152

PUBLICATION DATE: 74

TITLE: BILINGUAL-BICULTURAL TEACHER EDUCATION PROGRAM.

DESCRIPTOR: BEHAVIORAL SCIENCES; *BICULTURALISM; *BILINGUAL EDUCATION; BILINGUAL TEACHERS; CROSS CULTURAL STUDIES; ELEMENTARY EDUCATION; *INTERDISCIPLINARY APPROACH; LINGUISTICS; *MEXICAN AMERICANS; *PERFORMANCE BASED TEACHER EDUCATION; PROFESSIONAL EDUCATION; SOCIAL SCIENCES

IDENTIFIER: *DISTINGUISHED ACHIEVEMENT AWARDS ENTRY

DESCRIPTIVE NOTE: 44P.

THE BILINGUAL-BICULTURAL TEACHER EDUCATION PROGRAM AT ST. EDWARD'S UNIVERSITY IN AUSTIN, TEXAS WAS DEVELOPED IN RESPONSE TO THE NEEDS OF THE SPANISH-SPEAKING CHILDREN IN TEXAS SCHOOLS. THE ULTIMATE GOAL OF THE PROGRAM IS THE AMELIORATION OF THE EDUCATIONAL ACHIEVEMENT OF MEXICAN-AMERICAN CHILDREN IN ELEMENTARY SCHOOLS BY PREPARING TEACHERS WHO WILL BE ABLE TO EFFECT CHANGE THROUGH THEIR ABILITY TO: (A) ASSESS NEEDS, AND (B) DEVELOP TEACHING STRATEGIES THAT WILL ENABLE MEXICAN-AMERICAN CHILDREN TO REALIZE THEIR FULLEST POTENTIAL. THE PROGRAM IS COMPETENCY-BASED AND COMPRISED OF FOUR MAJOR COMPONENTS: SPANISH LANGUAGE, LINGUISTICS, BEHAVIORAL AND SOCIAL SCIENCES, AND PROFESSIONAL EDUCATION. PROGRAM GRADUATES COMPLETE AN INTERDISCIPLINARY MAJOR IN CROSS-CULTURAL STUDIES AND RECEIVE A B.S. DEGREE IN ELEMENTARY EDUCATION AND ELEMENTARY PROVISIONAL CERTIFICATION IN TEXAS, WITH ENDORSEMENT TO TEACH IN BILINGUAL ELEMENTARY SCHOOLS. (THE DOCUMENT INCLUDES A PROGRAM SUMMARY AND APPENDIXES WITH SUPPLEMENTARY MATERIAL.) (AUTHOR/PD)

ACCESSION NUMBER: ED102272

PUBLICATION DATE: FEB 74

TITLE: EVALUATION OF THE CHELSEA TITLE VII BILINGUAL PROGRAM, 1973-1974.

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION; BILINGUAL TEACHER AIDES; BILINGUAL TEACHERS; *ELEMENTARY EDUCATION; ENGLISH (SECOND LANGUAGE); INDIVIDUALIZED INSTRUCTION; *PROGRAM EVALUATION; SCHOOL COMMUNITY RELATIONSHIP; SMALL GROUP INSTRUCTION; *SPANISH SPEAKING; URBAN EDUCATION

IDENTIFIER: *CHELSEA; ELEMENTARY SECONDARY EDUCATION ACT TITLE VII; ESEA TITLE VII; MASSACHUSETTS

DESCRIPTIVE NOTE: 107P.

THIS REPORT PRESENTS THE EVALUATION OF THE CHELSEA BILINGUAL-BICULTURAL PROGRAM FOR THE 1973-1974 ACADEMIC YEAR, A PROJECT FUNDED BY TITLE VII OF THE 1965 ELEMENTARY SECONDARY EDUCATION ACT, AS AMENDED, AND ALSO BY THE CITY. PROGRAM STAFF INCLUDED THE FOLLOWING: PROGRAM DIRECTOR, MATERIALS SPECIALIST, COMMUNITY WORKER, ENGLISH AS A SECOND LANGUAGE SPECIALIST, SIX BILINGUAL TEACHERS RESPONSIBLE FOR INSTRUCTION IN BOTH LANGUAGES (ENGLISH AND SPANISH) IN ALL ACADEMIC AREAS IN GRADES 1-3, SIX TEACHER AIDES, AND A SECRETARY. THE PROGRAM OPERATED AT THE FIRST THROUGH THIRD GRADE LEVELS IN TWO SCHOOLS. THERE WERE THREE PROGRAM CLASSES IN EACH SCHOOL, ONE AT EACH GRADE LEVEL. CLASSES WERE GENERALLY DIVIDED INTO TWO MAIN GROUPS ACCORDING TO LANGUAGE DOMINANCE, AND THESE GROUPS WERE SUBDIVIDED INTO SMALLER GROUPS ACCORDING TO ABILITY LEVELS. WITH A TEACHER AND AN AIDE IN EACH CLASS, SMALL GROUP AND INDIVIDUALIZED TEACHING TECHNIQUES WERE THE MOST FREQUENTLY USED INSTRUCTIONAL APPROACHES. CLASS SIZES RANGED FROM A LOW OF 17 TO A HIGH OF 24 STUDENTS. THIS REPORT PRESENTS THE SUMMATIVE ASSESSMENT. THE REPORT FIRST PRESENTS THE EVALUATION PROCEDURES FOR PROGRAM ASSESSMENT. THIS IS FOLLOWED BY A DESCRIPTION OF THE PROGRAM AND A DISCUSSION OF THE INSTRUCTIONAL AND MANAGEMENT COMPONENTS. (AUTHOR/JM)

ACCESSION NUMBER: ED102447

PUBLICATION DATE: 74

TITLE: MEXICAN-AMERICAN AND WHITE REACTIONS TO SAME RACE STIMULUS PERSONS AS A FUNCTION OF BELIEF SIMILARITY.

PERSONAL AUTHOR: COLE, STEVEN G.; GOEBEL, JAMES B.

DESCRIPTOR: *BELIEFS; COMMUNICATION (THOUGHT TRANSFER); *CULTURAL FACTORS; *MEXICAN AMERICANS; *PREDICTOR VARIABLES; RESEARCH PROJECTS; *SOCIAL EXPERIENCE; STIMULUS GENERALIZATION

DESCRIPTIVE NOTE: 12P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE MIDWESTERN PSYCHOLOGICAL ASSOCIATION (CHICAGO, ILLINOIS, MAY 1974); FOR A RELATED DOCUMENT SEE ED 082 076

THE PRESENT STUDY EXAMINED MEXICAN-AMERICAN AND WHITE SUBJECTS' RESPONSE TO SAME RACE STIMULUS PERSONS WHO WERE DIFFERENTIATED ONLY BY THE SIMILARITY OF THEIR BELIEFS TO THE SUBJECTS' BELIEFS. THE PREDICTION THAT A STIMULUS PERSON WHOSE BELIEFS ARE UNKNOWN AND WHO IS THE SAME RACE AS THE SUBJECT WOULD BE RESPONDED TO AS IF HE HAD BELIEFS SIMILAR TO THE SUBJECT RATHER THAN AS IF HE HAD BELIEFS DISSIMILAR TO THE SUBJECT WAS SUPPORTED. (AUTHOR)

ACCESSION NUMBER: ED102541

PUBLICATION DATE: 74

TITLE: MEXICAN-AMERICAN LITERATURE IN THE HIGH SCHOOL ENGLISH PROGRAM: A THEORETICAL AND PRACTICAL APPROACH.

PERSONAL AUTHOR: TREVINO, ALBERT DWIGHT

DESCRIPTOR: ANNOTATED BIBLIOGRAPHIES; DOCTORAL THESES; *ENGLISH CURRICULUM; ENGLISH INSTRUCTION; FICTION; LATIN AMERICAN CULTURE; *LITERARY CRITICISM; *LITERATURE APPRECIATION; *LITERATURE PROGRAMS; MEXICAN AMERICANS; NOVELS; POETRY; PROSE; SECONDARY EDUCATION; *SPANISH AMERICAN LITERATURE; TWENTIETH CENTURY LITERATURE

DESCRIPTIVE NOTE: 132P.; PH.D. DISSERTATION, THE UNIVERSITY OF TEXAS AT AUSTIN

THERE HAS BEEN NO SPECIFIC, DETAILED STUDY, ACCOMPANIED BY PEDAGOGICAL APPARATUS, OF MEXICAN-AMERICAN LITERATURE AVAILABLE FOR USE IN THE HIGH SCHOOL ENGLISH CLASSROOM. THIS STUDY SHOWS THAT THERE IS A SIGNIFICANT AMOUNT OF MEXICAN-AMERICAN LITERATURE WHICH CAN BE INCORPORATED EFFECTIVELY INTO A HIGH SCHOOL LITERATURE PROGRAM TO MEET THE NEEDS OF AN ETHNICALLY INTEGRATED ENGLISH CLASSROOM. USING M. H. ABRAM'S FRAMEWORK OF CRITICAL ORIENTATIONS OUTLINED IN "THE MIRROR AND THE LAMP," THE STUDY ANALYZES SOME SELECT CONTEMPORARY MEXICAN-AMERICAN LITERATURE FROM FOUR CRITICAL ORIENTATIONS FOR THE PURPOSE OF INCORPORATING SUCH LITERATURE INTO THE HIGH SCHOOL LITERATURE PROGRAM. THE STUDY ALSO PROVIDES AN ANNOTATED BIBLIOGRAPHY OF SUITABLE SHORT FICTION, POETRY, AND NOVELS WRITTEN BY MEXICAN AMERICANS. SUITABILITY IS DETERMINED BY READING INTEREST, READABILITY LEVEL, CLASSROOM ADAPTATION, AND AMOUNT OF SPANISH. (AUTHOR/JM)

AVAILABILITY: UNIVERSITY MICROFILMS, P.O. BOX 1764, ANN ARBOR, MICHIGAN 48106 (ORDER NO. 75-4468, MFILM $5.00, XEROGRAPHY $11.00)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED102832

PUBLICATION DATE: SEP 74

TITLE: A REVISED SPANISH/ENGLISH GRAMMAR TEST. RESEARCH AND DEVELOPMENT MEMORANDUM NO. 127.

PERSONAL AUTHOR: RAMIREZ, ARNULFO G.; POLITZER, ROBERT L.

DESCRIPTOR: BILINGUAL EDUCATION; *BILINGUAL STUDENTS; ELEMENTARY EDUCATION; *GRAMMAR; LANGUAGE PROFICIENCY; *LANGUAGE TESTS; LINGUISTIC PERFORMANCE; ORAL COMMUNICATION; ORAL EXPRESSION; *SPANISH SPEAKING; *TEST RESULTS

DESCRIPTIVE NOTE: 39P.

SPANISH AND ENGLISH VERSIONS OF A 38-ITEM GRAMMAR TEST WERE ADMINISTERED TO 40 SPANISH-SURNAMED PUPILS EQUALLY DIVIDED BY SEX AT GRADE LEVELS K, 1, 3, AND 5 (10 SUBJECTS PER GRADE) IN A BILINGUAL EDUCATION PROGRAM. THE TEST WAS A REVISION OF PART OF AN EARLIER TEST FOR ORAL PROFICIENCY IN SPANISH AND ENGLISH. THE RELIABILITY OF THE NEW TEST WAS .95 FOR THE SPANISH VERSION AND .96 FOR THE ENGLISH VERSION; BUT MANY ITEMS FAILED TO ELICIT THE EXPECTED GRAMMATICAL CONSTRUCTIONS. ENGLISH SCORES INCREASED SIGNIFICANTLY WITH GRADE LEVEL, WHILE SPANISH SCORES VARIED ONLY SLIGHTLY AMONG GRADE LEVELS. BALANCE BETWEEN MEAN SCORES ON THE ENGLISH AND SPANISH VERSIONS WAS REACHED AT GRADE 3. TEST SUBJECTS WERE ALSO QUESTIONED ABOUT LANGUAGE USE AND PREFERENCE. THE RELATIONSHIPS BETWEEN REPORTED LANGUAGE USE AND TEST RESULTS APPEARED TO INDICATE THAT SPANISH PROFICIENCY WAS DETERMINED BY USE OF THE LANGUAGE IN THE HOME. ENGLISH PROFICIENCY SHOWED SOME RELATIONSHIP TO USE WITH THE PEER GROUP. THERE WERE NO SIGNIFICANT CORRELATIONS BETWEEN THE ENGLISH AND SPANISH VERSION SCORES AND ONLY VERY SLIGHT RELATIONSHIPS AMONG THE FACTORS INFLUENCING THEM. ACHIEVEMENT IN ENGLISH THUS APPEARED TO BE UNRELATED TO THE MAINTENANCE OF SPANISH FOR BILINGUAL CHILDREN. (AUTHOR)

ACCESSION NUMBER: ED103108

PUBLICATION DATE: MAY 74

TITLE: CLOVIS-PORTALES BILINGUAL EARLY CHILDHOOD PROGRAM: SECOND YEAR EVALUATION STUDY (1973-74).

PERSONAL AUTHOR: ASKINS, BILLY E.; AND OTHERS

DESCRIPTOR: *BILINGUAL EDUCATION; COMMUNITY INVOLVEMENT; DISADVANTAGED YOUTH; EARLY CHILDHOOD EDUCATION; EVALUATION METHODS; HOME VISITS; INTERVENTION; LANGUAGE DEVELOPMENT; PARENT PARTICIPATION; *PRESCHOOL CHILDREN; *PRESCHOOL PROGRAMS; *PROGRAM EVALUATION; READINESS; SELF CONCEPT; *SPANISH SPEAKING

IDENTIFIER: ELEMENTARY SECONDARY EDUCATION ACT TITLE VII; ESEA TITLE VII; *NEW MEXICO

DESCRIPTIVE NOTE: 68P.

THIS REPORT DESCRIBES AND EVALUATES A BILINGUAL EARLY EDUCATION INTERVENTION PROGRAM, DESIGNED TO PROVIDE CHILDREN WITH SUCCESSFUL EXPERIENCES, USING THE CONCEPT OF RESPONSIVE ENVIRONMENT IN LANGUAGE DEVELOPMENT (ENGLISH AND SPANISH) AND IN COGNITIVE AND AFFECTIVE DEVELOPMENT. INSTRUCTIONAL, COMMUNITY-PARENTAL INVOLVEMENT, STAFF DEVELOPMENT, AND MATERIALS DEVELOPMENT COMPONENTS OF THE PROGRAM ARE DESCRIBED. THE EVALUATION EXAMINED THE PROGRAM'S TWO MAJOR COMPONENTS: INSTRUCTIONAL (LANGUAGE DEVELOPMENT IN ENGLISH AND SPANISH, SCHOOL READINESS, AND SUBJECTIVE EVALUATION OF THE SELF-CONCEPT) AND COMMUNITY-PARENTAL INVOLVEMENT (INFORMATION DISSEMINATION TO COMMUNITY ORGANIZATIONS, AND HOME VISITS PROVIDING PARENTS WITH TRAINING IN CHILD DEVELOPMENT AND TECHNIQUES FOR PRESCHOOL EDUCATION IN THE HOME). FINDINGS INDICATED THAT THE STUDENTS MADE SIGNIFICANT GAINS IN LANGUAGE ABILITY IN ENGLISH AND SPANISH, GENERAL SCHOOL READINESS, DEVELOPING AND MAINTAINING A POSITIVE SELF-IMAGE, AND DEVELOPING VARIOUS DIMENSIONS OF PERSONALITY GROWTH. (ED)

ACCESSION NUMBER: ED103143

PUBLICATION DATE: 74

TITLE: OBSERVATIONS FROM A NATIONAL BILINGUAL BICULTURAL INSTITUTE RECOMMENDATIONS FOR A STATE WIDE DESIGN. ANNUAL ILLINOIS BILINGUAL BICULTURAL CONFERENCE (1ST, CHICAGO, ILLINOIS, MARCH 28-29, 1974).

PERSONAL AUTHOR: CASSO, HENRY J., COMP.

DESCRIPTOR: ATTITUDES; BICULTURALISM; *BILINGUAL EDUCATION; COMMUNITY INVOLVEMENT; EDUCATIONAL ASSESSMENT; *EDUCATIONAL DEVELOPMENT; FEDERAL AID; INSTITUTES (TRAINING PROGRAMS); LEGISLATION; *MEXICAN AMERICANS; PARENT PARTICIPATION; *SCHOOL SURVEYS; *SPEECHES

DESCRIPTIVE NOTE: 29P.

AT THE CONCLUSION OF THE CONFERENCE, THE SIGNIFICANT "HAPPENINGS" IN BILINGUAL BICULTURAL EDUCATION WERE REVIEWED. TOPICS DISCUSSED WERE THE: (1) 1966 TUCSON (ARIZONA) CONFERENCE SPONSORED BY THE NATIONAL EDUCATION ASSOCIATION; (2) 57 FIFTH-YEAR ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) TITLE VII PROJECTS IN THE UNITED STATES WITH HIGH CONCENTRATION OF MEXICAN AMERICAN STUDENTS; (3) SURVEY OF THE 1,300 PARTICIPANTS FROM 25 STATES AT THE NATIONAL 1973 BILINGUAL BICULTURAL INSTITUTE; AND (4) U.S. COMMISSION ON CIVIL RIGHTS STUDY. GIVEN IN THIS REPORT ARE: (1) THE 10 MAJOR RECOMMENDATIONS DETERMINED AT TUCSON IN 1966, (2) A LISTING OF SIGNIFICANT "HAPPENINGS" SINCE TUCSON, (3) MAJOR FINDINGS AND RECOMMENDATIONS FROM THE REVIEW OF THE 57 TITLE VII PROJECTS AND THE SURVEY OF THE 1,300 INSTITUTE PARTICIPANTS, AND (4) SOME OF DR. KISSINGER'S REMARKS FROM THE "26 LATIN AMERICAN CONFERENCE" HELD IN MEXICO CITY AS REPORTED IN A NUMBER OF U.S. NEWSPAPERS. (NQ)

ACCESSION NUMBER: ED103148

PUBLICATION DATE: MAR 75

TITLE: A SELECTED BIBLIOGRAPHY ON MEXICAN AMERICAN AND NATIVE AMERICAN BILINGUAL EDUCATION IN THE SOUTHWEST (WITH ERIC ABSTRACTS). CAL. ERIC/CLL SERIES ON LANGUAGES AND LINGUISTICS, NO. 6.

PERSONAL AUTHOR: CAHIR, STEPHEN; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; BICULTURALISM; *BILINGUAL EDUCATION; BILINGUALISM; CONTENT ANALYSIS; ENGLISH (SECOND LANGUAGE); *MEXICAN AMERICANS; PROGRAM EVALUATION; *SOCIOLINGUISTICS; SPANISH; SPANISH SPEAKING

IDENTIFIER: *SOUTHWEST

DESCRIPTIVE NOTE: 299P.

THIS BIBLIOGRAPHY PROVIDES ACCESS TO THE LATEST RESEARCH FINDINGS OR DEVELOPMENTS IN BILINGUAL EDUCATION WHICH RELATE SPECIFICALLY TO MEXICAN AMERICANS AND/OR AMERICAN INDIANS IN THE SOUTHWEST. THE INFORMATION CONTAINED IN THE 263 ENTRIES IS ANALYZED WITHIN SIMILAR LIMITS AS TO ITS SOCIOLINGUISTIC SIGNIFICANCE. COMPILED FROM ABSTRACTS WHICH APPEARED IN THE JANUARY 1971 THRU JUNE 1974 ISSUES OF "RESEARCH IN EDUCATION" (RIE), THE BIBLIOGRAPHY CONSISTS OF THREE SECTIONS: (1) AN ANALYSIS OF INDIVIDUAL ENTRIES IN TERMS OF THEIR SOCIOLINGUISTIC SIGNIFICANCE; (2) THE ERIC ABSTRACTS IN NUMERICAL ORDER; AND (3) A SUBJECT INDEX. TOPICS EMPHASIZED ARE BICULTURALISM, BILINGUALISM, CONTENT ANALYSIS, ENGLISH AS A SECOND LANGUAGE, PROGRAM EVALUATION, AND SPANISH. ENTRIES COVER A WIDE VARIETY OF EDUCATIONAL MATERIALS SUCH AS RESEARCH REPORTS, PROGRAM DESCRIPTIONS AND EVALUATIONS, AND RESOURCE MATERIALS. ORDERING INFORMATION IS APPENDED. (NQ)

ACCESSION NUMBER: ED103166

PUBLICATION DATE: DEC 71

TITLE: THE LEGALITY OF CHICANO EDUCATION.

PERSONAL AUTHOR: FLOCA, KATHRYN PRISCILLA HAINES

DESCRIPTOR: BILINGUAL EDUCATION; CIVIL RIGHTS; *COURT LITIGATION; *DISCRIMINATORY LEGISLATION; *EDUCATIONAL LEGISLATION; ELEMENTARY SECONDARY EDUCATION; FEDERAL LEGISLATION; *HISTORY; LANGUAGE USAGE; LEGAL SEGREGATION; MASTERS THESES; *MEXICAN AMERICANS; RACISM; STATE LEGISLATION

IDENTIFIER: CHICANOS; *TEXAS

DESCRIPTIVE NOTE: 200P.; MASTER'S THESIS, UNIVERSITY OF TEXAS AT AUSTIN

THE THESIS BRIEFLY ANALYZED THE LAWS OF THE STATE OF TEXAS AND OF THE UNITED STATES WHICH DIRECTLY AFFECT THE EDUCATION OF TEXAS MEXICAN AMERICANS. THE LEGAL-POLITICAL HISTORY OF "CHICANO" EDUCATION IN TEXAS WAS TRACED FROM THE SIGNING OF THE TREATY OF GUADALUPE HIDALGO IN 1848 TO AUGUST 1971. THE EDUCATIONAL "PROBLEMS" OF MEXICAN AMERICANS WERE EXAMINED IN LIGHT OF THEIR SOLUTIONS AS SOUGHT THROUGH LEGISLATIVE AND JUDICIAL ACTION. MOST OF THE LEGISLATION DISCUSSED DEALT WITH THE USE OF THE SPANISH LANGUAGE IN THE SCHOOLS AND WITH BILINGUAL EDUCATION. DATA WERE GATHERED FROM: (1) LEGAL DOCUMENTS OBTAINED FROM VARIOUS COURT AND LAW CLERKS AND (2) PARLIAMENTARY JOURNALS FOR BOTH THE HOUSE AND SENATE. EIGHT COURT CASES INVOLVING MEXICAN AMERICAN STUDENTS AND TEXAS SCHOOLS WERE DISCUSSED: (1) SALVATIERRA VS THE DEL RIO INDEPENDENT SCHOOL DISTRICT (I.S.D.); (2) DELGADO CASE; (3) HERNANDEZ VS DRISCOLL CONSOLIDATED; (4) PETE HERNANDEZ VS THE STATE OF TEXAS; (5) ROSS VS HOUSTON I.S.D.; (6) PEREZ VS SONORA I.S.D.; (7) CISNEROS VS CORPUS CHRISTI I.S.D.; AND (8) GOOD NEIGHBOR POLICY VS CLASS APART THEORY. SOME OF THE TOPICS DISCUSSED ARE: SEGREGATION, EDUCATIONAL POLITICS, PRIVATE AND PAROCHIAL SCHOOLS, COMPULSORY SCHOOL ATTENDANCE, THE FEDERAL GOVERNMENT'S ROLE, THE ECONOMY, AND ADULT EDUCATION. (NQ)

AVAILABILITY: INTER-LIBRARY LOAN, UNIVERSITY OF TEXAS, AUSTIN, TEXAS 78712

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED103319

PUBLICATION DATE: JUN 74

TITLE: INSTRUCTIONAL FILM UNITS.

PERSONAL AUTHOR: FLORES, ISABEL; AND OTHERS

DESCRIPTOR: *AUDIOVISUAL INSTRUCTION; EDUCATIONAL RESOURCES; ELEMENTARY SECONDARY EDUCATION; *ETHNIC STUDIES; *FILMS; INSTRUCTIONAL MEDIA; *MEXICAN AMERICAN HISTORY; *MEXICAN AMERICANS; MINORITY GROUPS; MULTIMEDIA INSTRUCTION; RESOURCE GUIDES; SOCIAL STUDIES

IDENTIFIER: ELEMENTARY SECONDARY EDUCATION ACT TITLE III; ESEA TITLE III

DESCRIPTIVE NOTE: 155P.; FILMS ARE AVAILABLE ON LOAN FROM THE MEXICAN AMERICAN CURRICULUM OFFICE, TOLEDO PUBLIC SCHOOLS, MANHATTAN AND ELM STREETS, TOLEDO, OHIO 43608

THIS BOOKLET IS A COMPENDIUM OF INSTRUCTIONAL UNITS DESIGNED TO SUPPLEMENT AND THEREBY INCREASE THE EFFECTIVENESS OF 39 16MM FILMS RELATED TO MEXICAN AMERICAN STUDIES AVAILABLE ON LOAN FROM THE MEXICAN AMERICAN CURRICULUM OFFICE. UNITS AND FILMS DEAL WITH A VARIETY OF TOPICS SUCH AS APPLYING FOR A JOB; ARTS, CRAFTS, AND ARCHITECTURE OF MEXICO; CHICANOS; HISPANIC HERITAGE; CULTURAL CONFLICTS; HUMAN GEOGRAPHY; CIVIL RIGHTS; SOCIAL PROBLEMS; AND INTERCULTURAL EDUCATION. EACH UNIT CONTAINS A BRIEF DESCRIPTION OF THE FILM, SUGGESTIONS FOR PREPARATION BEFORE VIEWING IT, A LIST OF THE CONCEPTS DEVELOPED IN THE FILM, FOLLOWUP DISCUSSION QUESTIONS TO AID THE TEACHER IN ANALYZING THE FILM, FOLLOWUP ACTIVITIES AND PROJECTS TO ALLOW STUDENTS TO DO MORE INDEPTH STUDY ON INDIVIDUAL TOPICS, AND ADDITIONAL RESOURCES TO SUPPLEMENT EACH UNIT. (JR)

ACCESSION NUMBER: ED103320

PUBLICATION DATE: JUN 74

TITLE: THE MEXICAN AMERICAN IN LIBRARY MATERIALS.

PERSONAL AUTHOR: HYLAND, ANNE

DESCRIPTOR: *ANNOTATED BIBLIOGRAPHIES; BIBLIOGRAPHIES; *CULTURAL AWARENESS; EDUCATIONAL RESOURCES; ELEMENTARY SECONDARY EDUCATION; *ETHNIC STUDIES; LIBRARY GUIDES; LIBRARY MATERIALS; *LIBRARY MATERIAL SELECTION; MEXICAN AMERICAN HISTORY; *MEXICAN AMERICANS; MULTIMEDIA INSTRUCTION; RACIAL DISCRIMINATION; RACISM; SOCIAL STUDIES

DESCRIPTIVE NOTE: 97P.

THIS RESOURCE GUIDE PROVIDES THE LIBRARIAN WITH A SELECTED BIBLIOGRAPHY OF AVAILABLE MATERIALS WHICH HELP TO DISPEL STEREOTYPING AND INACCURACY IN MEXICAN AMERICAN LITERATURE AND SOCIAL STUDIES MATERIALS. ACCORDING TO THE AUTHOR, ALTHOUGH BAD MINORITY LITERATURE AND MATERIALS ARE ABUNDANT, GOOD MATERIALS ARE BEING PRODUCED. TEACHERS AND LIBRARIANS NEED TO BECOME AWARE OF THE MEXICAN AMERICAN MATERIALS WHICH REFLECT THE HISTORY, HERITAGE, CONTRIBUTIONS, AND PRIDE OF THE MEXICAN AMERICAN PEOPLE. THE FIRST SECTION DEALS WITH A STATEMENT OF THE CURRENT AVAILABILITY OF GOOD AND BAD RESOURCE MATERIALS ON THE MEXICAN AMERICAN. THE SECOND SECTION FOCUSES ON BIBLIOGRAPHIC LISTINGS OF AVAILABLE MATERIALS FOR K-12 STUDENTS, IN BOTH LITERATURE AND SOCIAL STUDIES. A LIST OF DESCRIPTORS USED IN THE ERIC SYSTEM AND SUBJECT HEADINGS OF BIBLIOGRAPHIC INDEXING ARE ALSO INCLUDED. SECTION 3 DISCUSSES THE CATALOGING PROBLEMS RELATED TO MEXICAN AMERICAN MATERIALS. AN ANNOTATED LIST OF 16MM FILMS CONCLUDES THE BIBLIOGRAPHIC SOURCES. THE LAST TWO SECTIONS GIVE SUGGESTIONS FOR BULLETIN BOARD DISPLAYS AND ARTS AND CRAFTS. (AUTHOR/JR)

ACCESSION NUMBER: ED103331

PUBLICATION DATE: 74

TITLE: A MEXICAN AMERICAN BIBLIOGRAPHY: A COLLECTION OF PRINT AND NON-PRINT MATERIALS.

PERSONAL AUTHOR: HYLAND, ANNE, COMP.

DESCRIPTOR: AMERICAN HISTORY; *ANNOTATED BIBLIOGRAPHIES; BIBLIOGRAPHIES; BILINGUAL EDUCATION; CULTURAL AWARENESS; *EDUCATIONAL RESOURCES; ELEMENTARY SECONDARY EDUCATION; *ETHNIC STUDIES; FILMS; INSTRUCTIONAL MATERIALS; INSTRUCTIONAL MEDIA; *MEXICAN AMERICANS; MINORITY GROUPS; PERIODICALS; *SOCIAL STUDIES

IDENTIFIER: ELEMENTARY SECONDARY EDUCATION ACT TITLE III; ESEA TITLE III

DESCRIPTIVE NOTE: 90P.; FOR RELATED DOCUMENTS, SEE ED 103 319 AND 320

THIS ANNOTATED BIBLIOGRAPHY OF MEXICAN AMERICAN MATERIALS GATHERED FROM 1971 TO 1974 OFFERS TEACHERS AND STUDENTS A LISTING OF AVAILABLE PRINT AND NONPRINT RESOURCES ON MEXICAN AMERICAN HISTORY, PRIMARILY CONCENTRATED IN THE SOCIAL STUDIES AREAS. THE MATERIALS ADDRESS THEMSELVES TO THE HISTORY, HERITAGE, PRIDE, AND CONTRIBUTIONS OF MEXICAN AMERICANS. RESOURCES ARE ON MEXICO; THE INDIANS OF MEXICO AND THE CULTURE THEY ARE RESPONSIBLE FOR; THE DEVELOPMENT AND GROWTH OF THE SOUTHWEST AS AN INTEGRAL PORTION OF THE DEVELOPING AMERICAS; AND THE ROLE OF MEXICAN AMERICAN PERSONS IN SHAPING PRESENT DAY AMERICAN LIFE. ALL MATERIALS LISTED IN THIS CATALOG ARE OWNED AND HOUSED AT THE CURRICULUM OFFICE. ALL RESOURCES ARE AVAILABLE FOR CIRCULATION, WITH PRIORITY GIVEN FOR TOLEDO PUBLIC SCHOOL USE. THE BIBLIOGRAPHY CONTAINS LISTINGS OF BOOKS, RECRODS, FILMSTRIPS, TAPES, 16MM FILMS, REALIA, AND PERIODICALS, ALONG WITH NECESSARY PURCHASING INFORMATION. MATERIALS ARE LISTED ALPHABETICALLY BY AUTHOR, TITLE, AND SUBJECT. THE FINAL PAGES OF THE CATALOG CONTAIN AN ALPHABETICAL LIST OF ADDRESSES FOR PRODUCERS, DISTRIBUTORS, PUBLISHERS, AND JOBBERS WHICH MIGHT OTHERWISE BE DIFFICULT TO LOCATE. (AUTHOR/JR)

AVAILABILITY: XEROX UNIVERSITY MICROFILMS, ANN ARBOR, MICHIGAN 48106 ($9.95)

HARD COPY NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED103511

PUBLICATION DATE: 74

TITLE: EVALUATION OF A BILINGUAL TELEVISION SERIES VILLA ALEGRE: FINAL REPORT.

PERSONAL AUTHOR: WOLF, JUDITH G.; SYLVES, DAVID

DESCRIPTOR: *BILINGUAL EDUCATION; BILINGUAL STUDENTS; BILINGUAL TEACHER AIDES; BILINGUAL TEACHERS; CLASSROOM MATERIALS; CURRICULUM DEVELOPMENT; EDUCATIONAL PROGRAMS; *EDUCATIONAL TELEVISION; INSTRUCTIONAL MATERIALS; *PROGRAM EVALUATION; *SPANISH SPEAKING; TEACHING METHODS; TELEVISION CURRICULUM

IDENTIFIER: *VILLA ALEGRE TELEVISION SERIES

DESCRIPTIVE NOTE: 65P.

THE PURPOSE OF THIS EVALUATION STUDY WAS TO DETERMINE STUDENTS' AND CLASSROOM PERSONNEL'S PERCEPTIONS OF AND REACTIONS TO "VILLA ALEGRE"--A TELEVISION SERIES PRODUCED BY BILINGUAL CHILDREN'S TELEVISION, INC. AND SHOWN IN VARIOUS LOCATIONS IN THE U.S. DURING THE FALL OF 1974--WHEN UTILIZED IN A CLASSROOM SETTING IN ORDER TO ASCERTAIN WHETHER THE USE OF THIS SERIES WOULD BE A WORTHWHILE ADDITION TO BILINGUAL CLASSROOMS. THERE WERE 135 STUDENT AND 23 ADULT PARTICIPANTS IN TWO BILINGUAL SUMMER SCHOOL PROJECTS. THE T.V. SERIES CONSISTS OF FIVE STRANDS EACH CONTAINING 13 VIDEO TAPED PROGRAMS. A LEARNING GUIDE IS AVAILABLE FOR EACH PROGRAM. THREE SURVEYS, WRITTEN BY THE RESEARCHERS, WERE UTILIZED IN THE STUDY. THESE QUESTIONNAIRES WERE TRANSLATED INTO SPANISH. THE PUPIL EVALUATION INSTRUMENT WAS ADMINISTERED TWICE DURING THE STUDY; AFTER THE CHILDREN HAD VIEWED FOUR TAPES (PUPIL EVALUATION 1) AND AGAIN FOLLOWING THE FIFTEENTH TAPE (PUPIL EVALUATION 2). REACTIONS FROM CLASSROOM PERSONNEL WERE ELICITED CONCERNING EACH INDIVIDUAL TAPE IMMEDIATELY AFTER THE TAPE HAD BEEN VIEWED IN THE CLASSROOM AND CONCERNING THE TOTAL SERIES AT THE END OF THE SUMMER SESSION. THE RESPONSES FROM THESE SURVEYS WERE EXTREMELY POSITIVE. ON THIS BASIS, THEREFORE, IT WOULD SEEM THAT THE USE OF THIS SERIES WOULD BE A WORTHWHILE ADDITION TO BILINGUAL CLASSROOMS. (AUTHOR/JM)

ACCESSION NUMBER: ED103730

PUBLICATION DATE: 74

TITLE: DECISION PROFILES OF MEXICAN-DESCENT FAMILIES.

PERSONAL AUTHOR: BAKER, GEORGIANNE

DESCRIPTOR: *CASE STUDIES; *CROSS CULTURAL STUDIES; *DECISION MAKING; ETHNIC GROUPS; *FAMILY (SOCIOLOGICAL UNIT); INTERDISCIPLINARY APPROACH; *MEXICAN AMERICANS; RESEARCH PROJECTS; SPEECHES

IDENTIFIER: *FAMILY PROBLEM INSTRUMENT

DESCRIPTIVE NOTE: 27P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE NATIONAL COUNCIL ON FAMILY RELATIONS (ST. LOUIS, MISSOURI, 1974)

AN EXPLORATORY STUDY OF DECISION-MAKING IN FAMILIES OF MEXICAN HERITAGE WAS CARRIED OUT IN PHOENIX, ARIZONA. A NORMATIVE MODEL OF DECISION RATIONALITY AND MEASUREMENT (FAMILY PROBLEM INSTRUMENT-FPI) WAS ADAPTED FROM PREVIOUS RESEARCH. TAPE-RECORDED DATA WERE PROVIDED BY 27 FAMILIES. HUSBANDS AND WIVES RESPONDED SEPARATELY TO FAMILY DECISION SITUATIONS WHICH WERE CONSTRUCTED AND REVISED IN SEVERAL STAGES. RESULTS INDICATED THAT ATTAINED DECISION RATIONALITY LEVELS VARIED BY PROBLEM AREA, BY DECISION DIMENSION, AND BY FAMILY ROLE. IN GENERAL, FAMILIES REACHED A MIDDLE LEVEL OF DECISION RATIONALITY, AS MEASURED WITHIN THE LIMITATIONS IMPOSED BY A NORMATIVE MODEL OF DECISION-MAKING. BASED ON THE FINDINGS, FAMILY PROFILES OR CASE STUDIES WERE CONSTRUCTED. THESE MAY BE USEFUL TO THOSE INTERESTED IN UNDERSTANDING DYNAMICS OF DECISION-MAKING IN FAMILIES OF MEXICAN DESCENT. THE RESEARCH EXPLORED POSSIBILITIES OF INTERDISCIPLINARY-INTERCULTURAL-INTERCOMMUNITY RESEARCH EFFORT. A CAUTION IS THAT RESULTS OF THE DATA ANALYSIS ARE TENTATIVE, AND DO NOT GENERALIZE TO FAMILIES BEYOND THE STUDY GROUP. (AUTHOR/BW)

ACCESSION NUMBER: ED103786

PUBLICATION DATE: 4 MAY 74

TITLE: THE ATTITUDES OF MEXICAN-AMERICAN "NON-HELP SEEKERS" REGARDING HELP FOR PERSONAL PROBLEMS: A PILOT STUDY.

PERSONAL AUTHOR: MACK, CARY N.; AND OTHERS

DESCRIPTOR: *COMMUNITY SERVICES; *COMMUNITY SURVEYS; ETHNIC GROUPS; *HELPING RELATIONSHIP; INTERVENTION; *MEXICAN AMERICANS; *SOCIAL SERVICES; SPANISH SPEAKING; SPEECHES

DESCRIPTIVE NOTE: 5P.; PAPER PRESENTED AT THE SOUTHWESTERN PSYCHOLOGY ASSOCIATION MEETING (EL PASO, TEXAS, MAY 4, 1974); NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF THE ORIGINAL DOCUMENT

THIS STUDY SOUGHT TO ASCERTAIN THE EXPECTATIONS REGARDING HELP FOR PERSONAL PROBLEMS OF MEXICAN-AMERICAN PEOPLE IN ONE COMMUNITY. THE POPULATION SURVEYED CONSISTED OF PEOPLE NOT ACTIVELY SEEKING MENTAL HEALTH SERVICES. A QUESTIONNAIRE WAS FORMULATED CONSISTING OF 18 ITEMS PERTAINING TO EXPECTATIONS ABOUT HELP FOR PERSONAL PROBLEMS. THE RESULTS INDICATE THAT A SIGNIFICANT NUMBER OF THESE MEXICAN-AMERICAN RESPONDENTS INDICATED A PREFERENCE FOR A DIRECTIVE, ADVICE-GIVING HELPING PERSON WHO WOULD TELL THEM WHAT WAS WRONG, COME TO THEIR HOMES, PRAY FOR THEM, AND TRY TO CHEER THEM UP. THE MOST PREFERRED PERSONS TO DO THESE THINGS WERE THE PRIEST AND THE PSYCHOLOGIST. THERE WERE FEW STATISTICALLY SIGNIFICANT DISCREPANCIES BETWEEN THE ENGLISH SPEAKING AND SPANISH SPEAKING RESPONDENTS. IF WE ACCEPT THE PREMISE THAT IT IS BEST TO GIVE PEOPLE THE KINDS OF SERVICE THAT THEY WANT OR EXPECT, THEN REPLICATION OF SURVEYS SUCH AS THIS ONE SHOULD BE HELPFUL IN THE DESIGN OF BETTER COMMUNITY SERVICE DELIVERY SYSTEMS. (AUTHOR/BW)

ACCESSION NUMBER: ED103900

PUBLICATION DATE: MAR 75

TITLE: MEXICAN-AMERICAN WOMEN: DIVERSITY IN DEPTH.

PERSONAL AUTHOR: WEAVER, MARLEEN E.

DESCRIPTOR: *CHARACTERIZATION (LITERATURE); *FEMALES; *LITERATURE; *MEXICAN AMERICANS; MEXICANS; SEX ROLE; SPANISH AMERICAN LITERATURE

DESCRIPTIVE NOTE: 13P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE CONFERENCE ON COLLEGE COMPOSITION AND COMMUNICATION (26TH, ST. LOUIS, MARCH 13-15, 1975)

VARIOUS LITERARY VIEWS OF THE MEXICAN AMERICAN WOMAN HAVE BEEN PRESENTED OVER THE PAST 150 YEARS. ANGLO TREATMENT OF MEXICAN AMERICAN WOMEN IN LITERATURE HAS VARIED FROM BLATANT PREJUDICE OR VAGUE MYSTICAL EROTICISM IN EARLY PORTRAYALS TO MORE REALISTIC VIEWS OF THE CHICANO IN MODERN WRITING. THE CURRENT IDENTITY CRISIS OF MEXICAN AMERICANS IS REFLECTED IN THE WAY CHICANO WRITERS PORTRAY MEXICAN AMERICAN WOMEN. A GOOD EXAMPLE OF THIS MAY BE SEEN IN THE THREE DIFFERENT GENERATIONS OF WOMEN IN THE NOVEL "CHICANO." ALICIA, OF THE OLDEST GENERATION, PLAYS THE TRADITIONAL ROLE OF SUBSERVIENT WIFE AND MOTHER; ANGELINA, ALICIA'S DAUGHTER, DEFIES TRADITION ENOUGH TO LEAVE HOME FOR A JOB, BUT LATER BECOMES SUBJECT TO HER MEXICAN AMERICAN HUSBAND; AND MARIANA, REPRESENTING THE THIRD GENERATION, COMPLETELY BREAKS WITH TRADITION BY ENGAGING IN PREMARITAL SEX WITH AN ANGLO. PERHAPS THE IDENTITY CRISIS OF CHICANO WRITERS IS AN ATTEMPT TO FIND IDENTITY APART FROM ANGLOS WITHOUT DESTROYING THE MINORITY CULTURE. (JM)

ACCESSION NUMBER: ED103936

PUBLICATION DATE: AUG 74

TITLE: AN APPROACH TO WRITING BILINGUAL PLAYS FOR CHILDREN.

PERSONAL AUTHOR: JACOBY, GORDON A.

DESCRIPTOR: *BICULTURALISM; *BILINGUAL EDUCATION; BILINGUAL STUDENTS; CHILDREN; CULTURAL AWARENESS; DRAMA; *PLAYWRITING; *SPANISH SPEAKING; *THEATER ARTS

DESCRIPTIVE NOTE: 10P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN THEATRE ASSOCIATION (MINNEAPOLIS, AUGUST, 1974); LIMITED AMOUNT OF TEXT MAY NOT REPRODUCE CLEARLY

THERE IS A GREAT NEED FOR BILINGUAL/BICULTURAL EDUCATION, ESPECIALLY FOR SPANISH-SPEAKING STUDENTS, WHO NOW NUMBER APPROXIMATELY THREE MILLION IN UNITED STATES ELEMENTARY AND SECONDARY SCHOOLS. ONE EDUCATIONAL EXPERIENCE FOR SUCH STUDENTS HAS BEEN THE PRESENTATION OF BILINGUAL PLAYS IN SEVERAL OF THE NEW YORK CITY SCHOOLS. BEGINNING WITH A PLAY IN ENGLISH WITH SPANISH DIALOGUE INTERPOLATED IN PLACES APPROPRIATE TO THE ACTION, THE PRODUCTIONS MOVED ON TO AN ORIGINAL ROCK MUSICAL FOR CHILDREN, "WHAT'S HAPPENIN', MAN?" WITH A PREDOMINATELY PUERTO RICAN AND BLACK CAST. ANOTHER ORIGINAL PLAY, A LATIN/ROCK MUSICAL TITLED "A DONDE VAS?" WITH A THEME LOOSELY ADAPTED FROM "EVERYMAN," IS TO BE PERFORMED IN 1975. IN THESE PLAYS, IT IS ESSENTIAL THAT BILINGUAL CHILDREN BE ABLE TO IDENTIFY WITH THEIR UNIQUE HERITAGE THROUGH CHARACTERS, SITUATIONS, DIALOGUE, AND ACTING WHICH ARE AUTHENTIC TO THEIR CULTURE. (JM)

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ACCESSION NUMBER: ED104133

PUBLICATION DATE: 73

TITLE: BILINGUALISM IN THE SOUTHWEST.

PERSONAL AUTHOR: TURNER, PAUL R., ED.

DESCRIPTOR: AMERICAN INDIAN LANGUAGES; *AMERICAN INDIANS; BICULTURALISM; *BILINGUAL EDUCATION; *BILINGUALISM; CULTURE; ENGLISH (SECOND LANGUAGE); *LANGUAGE INSTRUCTION; LANGUAGE RESEARCH; LINGUISTIC THEORY; *MEXICAN AMERICANS; SOCIOLINGUISTICS

IDENTIFIER: *SOUTHWESTERN UNITED STATES

DESCRIPTIVE NOTE: 350P.

THIS BOOK IS INTENDED TO ENCOURAGE INTERDISCIPLINARY EXCHANGE OF IDEAS AND COOPERATION IN THE STUDY OF BILINGUALISM. TO THIS END, THOSE WHO CONTRIBUTED THE ARTICLES COLLECTED HERE BELONG TO SEVERAL DISCIPLINES: ANTHROPOLOGY, EDUCATION, ENGLISH, LINGUISTICS, SOCIOLOGY AND SPANISH. THE BOOK IS DIVIDED INTO THREE PARTS: (1) MEXICAN-AMERICANS, (2) AMERICAN INDIANS, AND (3) SUGGESTIONS FOR FURTHER RESEARCH. PARTS ONE AND TWO CONTAIN ARTICLES ON ASSUMPTIONS AND METHODS, LANGUAGE RESOURCES AND DEVELOPMENT, AND CULTURAL AND LINGUISTIC INTERACTIONS. THE FOLLOWING AUTHORS CONTRIBUTED THE ARTICLES IN THE FIRST PART: (1) R. KJOLSETH, (2) R. N. CAMPBELL, (3) C. C. CHRISTIAN, JR., (4) C. OLSTAD, (5) R. J. CORNEJO, (6) R. W. YOUNG, (7) C. ROBINSON, AND (8) L. H. COLTHARP. THE ARTICLES IN THE SECOND PART WERE WRITTEN BY: (1) R. WILSON, (2) E. WILLINK, (3) W. HOLM, (4) K. HALE, (5) A. HOLM, W. HOLM AND B. SPOLSKY, (6) M. J. COOK, (7) M. MATHIOT, (8) W. L. LEAP, AND (9) C. G. BARBER. J. ORNSTEIN CONTRIBUTED THE ARTICLE THAT CONSTITUTES THE THIRD SECTION. (PMP)

AVAILABILITY: UNIVERSITY OF ARIZONA PRESS, BOX 3398, TUCSON, ARIZONA 85722 (PAPERBACK $7.45)

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ACCESSION NUMBER: ED104544

PUBLICATION DATE: 1 SEP 74

TITLE: A PARENT INVOLVEMENT PROGRAM FOR LOW-INCOME MEXICAN-AMERICAN FAMILIES.

PERSONAL AUTHOR: LELER, HAZEL; AND OTHERS

DESCRIPTOR: CORRELATION; DATA ANALYSIS; EVALUATION METHODS; HOME PROGRAMS; *LONGITUDINAL STUDIES; LOW INCOME GROUPS; MEASUREMENT TECHNIQUES; *MEXICAN AMERICANS; *PARENT CHILD RELATIONSHIP; *PARENT EDUCATION; PILOT PROJECTS; PROGRAM DESCRIPTIONS; *PROGRAM EVALUATION; RESEARCH DESIGN; STANDARDIZED TESTS

DESCRIPTIVE NOTE: 48P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION (82ND, NEW ORLEANS, LA., SEPT. 1, 1974); FILMED FROM BEST COPY AVAILABLE

THIS SYMPOSIUM REPORT SUMMARIZES THREE STUDIES FROM THE HOUSTON PARENT-CHILD DEVELOPMENT CENTER DEALING WITH ASPECTS OF A PARENT INVOLVEMENT PROGRAM FOR LOW-INCOME MEXICAN-AMERICAN FAMILIES. THE STUDIES REVIEWED ARE: (1) FIRST RESULTS OF A LONGITUDINAL PARENT EDUCATION PROGRAM, (2) PREDICTION OF SUCCESS IN A PARENT EDUCATION PROGRAM, (3) CONCURRENT AND LONGITUDINAL RELATIONSHIPS BETWEEN MOTHER AND CHILD VARIABLES. THE FIRST PAPER PRESENTS A BRIEF DESCRIPTION OF THE EXPERIMENTAL DESIGN AND THE EVALUATION MEASURES USED IN THE HOUSTON PCDC MODEL PROGRAM, FOLLOWED BY A LISTING OF SOME INITIAL RESULTS BASED ON A PRELIMINARY ANALYSIS OF THE DATA. THE SECOND PAPER DISCUSSES WHICH PARTICIPANTS BENEFITED MOST FROM THE PARENT EDUCATION PROGRAM BY EXAMINING THE RELATIONSHIPS BETWEEN A SET OF BASELINE OR DEMOGRAPHIC VARIABLES (PREDICTOR VARIABLES) AND A SET OF EVALUATIVE MEASURES (OUTCOME VARIABLES). IN THE THIRD STUDY, FOUR SETS OF DATA ARE PRESENTED: FIRST, THE STABILITY OF MOTHER AND CHILD MEASURES OVER 1-YEAR PERIODS; SECOND, THE CONCURRENT AND LONGITUDINAL RELATIONSHIPS WITHIN THE SET OF CHILD VARIABLES OVER ONE OR TWO YEARS; THIRD, CONCURRENT AND LONGITUDINAL RELATIONSHIPS WITHIN THE SET OF MOTHER VARIABLES OVER ONE OR TWO YEARS; AND FINALLY, THE CONCURRENT AND LONGITUDINAL RELATIONSHIPS BETWEEN CHILD AND MOTHER VARIABLES. (CS)

ACCESSION NUMBER: ED104575

PUBLICATION DATE: 21 MAY 71

TITLE: CULTURAL FREEDOM IN THE SCHOOLS: THE RIGHT OF MEXICAN-AMERICAN CHILDREN TO SUCCEED.

PERSONAL AUTHOR: GERRY, MARTIN H.

DESCRIPTOR: AMERICAN INDIANS; CIVIL RIGHTS; *DISCRIMINATORY LEGISLATION; EDUCATIONAL LEGISLATION; *EDUCATIONAL POLICY; EQUAL EDUCATION; *MEXICAN AMERICANS; *MINORITY GROUPS; NONDISCRIMINATORY EDUCATION; POLICY FORMATION; PUERTO RICANS; *STUDENT RIGHTS

DESCRIPTIVE NOTE: 26P.

THE RIGHT OF ALL CHILDREN TO AN EDUCATION FREE FROM DISCRIMINATION DUE TO RACE, COLOR, OR NATIONAL ORIGIN IS PROTECTED THROUGH THE DEPARTMENT OF HEALTH, EDUCATION AND WELFARE'S ADMINISTRATIVE ENFORCEMENT MECHANISM AND THE FEDERAL COURTS' EQUITY POWERS. YET, BETWEEN 1954 AND 1970, NEITHER HAD SERIOUSLY ATTACKED THE SEGREGATION OF MEXICAN AMERICAN, PUERTO RICAN, AND NATIVE AMERICAN CHILDREN OR THE "INVIDIOUS DISCRIMINATORY PRACTICES" UTILIZED BY SCHOOL DISTRICTS IN OPERATING EDUCATIONAL PROGRAMS. IN 1969, THE OFFICE FOR CIVIL RIGHTS BEGAN A REVIEW OF CIVIL RIGHTS AND EDUCATIONAL LITERATURE PERTAINING TO DISCRIMINATION AGAINST NATIONAL ORIGIN MINORITY GROUP CHILDREN. THE MAY 25 MEMORANDUM, A DEPARTMENTAL POLICY STATEMENT CREATING A SET OF OPERATING PRINCIPLES WHICH WOULD ADEQUATELY PROTECT THESE CHILDREN'S RIGHT TO AN EQUAL EDUCATIONAL OPPORTUNITY, WAS DEVELOPED. ALSO DEVELOPED WERE: (1) A TECHNIQUE FOR INVESTIGATING AND A FORMAT FOR PROVING NONCOMPLIANCE WITH THE MEMORANDUM'S VARIOUS SECTIONS WHICH WOULD MEET LEGAL REQUIREMENTS AND COULD BE PRESENTED TO FIELD STAFF FOR IMPLEMENTATION; (2) AN EDUCATIONAL ASSISTANCE CAPABILITY IN THE DEPARTMENT TO ASSIST THE OFFICE IN NEGOTIATING COMPLIANCE WITH THE MEMORANDUM'S PROVISIONS; AND (3) ADDITIONAL POLICIES TO PARTICULARIZE THOSE DISCRIMINATORY PRACTICES WHICH RESULTED IN NONCOMPLIANCE WITH THE MEMORANDUM. (NQ)

ACCESSION NUMBER: ED104577

PUBLICATION DATE: MAR 74

TITLE: HISTORIA VERDADERA DEL CHICANO DEL NORTE. TRUE HISTORY OF THE CHICANO OF THE NORTH .

PERSONAL AUTHOR: HERRERA, DAVID; BRYAN, CLIFFORD E.

DESCRIPTOR: *DEFINITIONS; *HISTORY; *INTERGROUP RELATIONS; *MEXICAN AMERICANS; RURAL POPULATION; *SOCIAL PROBLEMS; SUBCULTURE

IDENTIFIER: CHICANOS; *NORTHWEST

DESCRIPTIVE NOTE: 12P.

VERY LITTLE IS KNOWN ABOUT THE CHICANOS IN THE NORTHERN U.S., ESPECIALLY THOSE IN THE NORTHWEST. RESEARCH AND WRITING ON CHICANOS HAVE CONCENTRATED ON THE SOUTHWEST OR LARGE URBAN SETTINGS, THUS EXCLUDING THOSE CHICANOS RESIDING IN RURAL SETTINGS EXCEPT FOR THOSE IN THE MIGRANT STREAM. THESE RURAL RESIDENTS HAVE BECOME A FORGOTTEN PEOPLE, OVERLOOKED EVEN BY THEIR OWN LEADERS AND AUTHORS. YET, MANY OF THE MOVEMENTS WHICH ARE DEVELOPING IN THE SOUTHWEST ARE HAVING AN IMPACT ON THE NORTHWESTERN CHICANOS. THIS PAPER DISCUSSES THE EXTENT TO WHICH TIES WITH THE SOUTHWEST MIGHT HAVE BEEN BROKEN BY THESE CHICANOS. THREE TYPES OF GENERATIONAL CONFIGURATIONS ARE DISCUSSED: (1) THE RECENTLY SETTLED MIGRANTS, (2) THE SONS AND DAUGHTERS OF THESE MIGRANTS, AND (3) THE GRANDCHILDREN. VARIOUS DEFINITIONS OF SOCIAL PROBLEMS BY SOCIAL SCIENTISTS ARE DISCUSSED AS THEY RELATE TO THE NORTHWESTERN CHICANO. (NQ)

ACCESSION NUMBER: ED104578

PUBLICATION DATE: NOV 74

TITLE: ANNUAL REPORT OF PROGRAMS FOR THE DISADVANTAGED IN TEXAS, ESEA, TITLE I, 1973-74.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *ANNUAL REPORTS; AVERAGE DAILY ATTENDANCE; *EDUCATIONALLY DISADVANTAGED; ELEMENTARY SECONDARY EDUCATION; EXPENDITURES; *INSTRUCTIONAL PROGRAMS; MATHEMATICS INSTRUCTION; NEGROES; NONPUBLIC SCHOOL AID; *PROGRAM EVALUATION; READING ACHIEVEMENT; *SPANISH SPEAKING; TABLES (DATA)

IDENTIFIER: ELEMENTARY SECONDARY EDUCATION ACT TITLE I; ESEA TITLE I; *TEXAS

DESCRIPTIVE NOTE: 52P.; FOR RELATED DOCUMENT, SEE ED 086 771

DURING 1974 APPROXIMATELY 13 PERCENT OF THE 2.8 MILLION STUDENTS ENROLLED IN TEXAS SCHOOLS REPRESENTED A CONCENTRATED EFFORT TO SERVE EDUCATIONALLY DISADVANTAGED PUPILS WITH THE GREATEST NEEDS ON CAMPUSES ELIGIBLE FOR ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) TITLE I FUNDS. OF THESE FUNDS, 75 PERCENT WAS EXPENDED FOR INSTRUCTIONAL ACTIVITIES WITH READING RECEIVING THE LARGEST AMOUNT. ALTHOUGH FEDERAL FUNDS RECEIVED BY TEXAS WERE NOT FULLY ADEQUATE TO MEET ALL DIAGNOSED NEEDS OF EDUCATIONALLY DISADVANTAGED STUDENTS, PROGRAMS FUNDED UNDER ESEA TITLE I CONTINUED TO HAVE AN IMPACT ON THE INSTRUCTION AND ACHIEVEMENT OF THOSE STUDENTS SERVED. THIS IMPACT WAS REVEALED BY THE ACHIEVEMENT GAINS OF PARTICIPATING STUDENTS. IN THE LARGER DISTRICTS (THOSE WITH AN AVERAGE DAILY ATTENDANCE (ADA) OF 35,000 OR MORE), 62 PERCENT OF THE STUDENTS IN READING AND 56 PERCENT OF THOSE IN MATHEMATICS PROGRAMS SHOWED GAINS EQUAL TO OR GREATER THAN THOSE EXPECTED OF THE GENERAL POPULATION. IN THE SMALLER DISTRICTS (THOSE WITH LESS THAN 35,000 ADA), 56 PERCENT OF THE STUDENTS IN READING PROGRAMS AND 52 PERCENT OF THOSE IN MATHEMATICS PROGRAMS SHOWED GAINS EQUAL TO OR GREATER THAN 1.0 MONTH PER MONTH OF INSTRUCTION. THIS 1973-74 ANNUAL REPORT PROVIDES TABULAR INFORMATION ON THE PARTICIPANTS, INSTRUCTIONAL ACTIVITIES, PUPIL SERVICES, EFFECTIVENESS OF THE READING AND MATHEMATICS PROGRAMS, SUMMER PROGRAMS, AND PROGRAMS OPERATED IN NONPUBLIC SCHOOLS. (AUTHOR/NQ)

ACCESSION NUMBER: ED104589

PUBLICATION DATE: SEP 73

TITLE: CHICAGO'S SPANISH-SPEAKING POPULATION: SELECTED STATISTICS.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; AGE; *CENSUS FIGURES; CITIZENSHIP; *COMPARATIVE STATISTICS; *DEMOGRAPHY; DROPOUTS; FAMILY CHARACTERISTICS; GEOGRAPHIC DISTRIBUTION; HOUSING; INCOME; LABOR FORCE; MIGRATION PATTERNS; RACIAL COMPOSITION; *SOCIOECONOMIC BACKGROUND; *SPANISH SPEAKING; STATISTICAL DATA

IDENTIFIER: *CHICAGO

DESCRIPTIVE NOTE: 49P.; AVAILABLE IN ENGLISH AND SPANISH FROM CHICAGO'S DEPARTMENT OF DEVELOPMENT AND PLANNING

BASED ON SELECTED DATA FROM THE 1970 CENSUS, THIS REPORT PROVIDES A GENERAL DESCRIPTION OF CHICAGO'S SPANISH-SPEAKING POPULATION'S: (1) GENERAL POPULATION CHARACTERISTICS; (2) AGE AND FAMILY CHARACTERISTICS; (3) INCOME; (4) LABOR FORCE CHARACTERISTICS; (5) EDUCATION; AND (6) HOUSING. USING THE CENSUS BUREAU'S DEFINITION OF SPANISH SPEAKING (ALL PERSONS WHOSE MOTHER TONGUE IS SPANISH), THE REPORT COVERS GEOGRAPHIC DISTRIBUTION, MIGRATION PATTERNS, ETHNIC AND RACIAL COMPOSITION, CITIZENSHIP, AGE, FAMILY SIZE AND STRUCTURE, EMPLOYMENT STATUS, OCCUPATION, INDUSTRY, EARNINGS, TRANSPORTATION TO WORK, INCOME, POVERTY STATUS, PER CAPITA INCOME, ACADEMIC ACHIEVEMENT, PERSONS PER ROOM, PLUMBING FACILITIES, RENTERS, AND HOME OWNERS. COMPARISONS ARE MADE TO THE: (1) SUBURBAN PORTION OF THE 8-COUNTY CHICAGO METROPOLITAN AREA—COOK, DUPAGE, MCHENRY, KANE, LAKE, AND WILL COUNTIES IN ILLINOIS; LAKE AND PORTER COUNTIES IN INDIANA; (2) MAJOR CITIES OF NEW YORK, LOS ANGELES, SAN ANTONIO, MIAMI, AND HOUSTON WHICH HAVE LARGE SPANISH-SPEAKING POPULATIONS; AND (3) NATIONAL TOTALS. COMPARISONS ARE ALSO MADE TO CHICAGO'S NON-SPANISH-SPEAKING POPULATION WHERE MEANINGFUL AND TO 1960 CENSUS DATA WHERE POSSIBLE. (NQ)

AVAILABILITY: DEPARTMENT OF DEVELOPMENT AND PLANNING, ROOM 1000, CITY HALL, CHICAGO 60602

ACCESSION NUMBER: ED104591

PUBLICATION DATE: 27 MAR 75

TITLE: HISTORICAL CHANGE IN STATUS ASPIRATIONS AND EXPECTATIONS OF MEXICAN AMERICAN YOUTH FROM THE BORDER AREA OF TEXAS: 1967-1973.

PERSONAL AUTHOR: KUVLESKY, WILLIAM P.; MONK, PHILIP M.

DESCRIPTOR: *ACADEMIC ASPIRATION; CHANGING ATTITUDES; COMPARATIVE ANALYSIS; *EXPECTATION; FEMALES; HIGH SCHOOL STUDENTS; LONGITUDINAL STUDIES; MALES; *MEXICAN AMERICANS; *OCCUPATIONAL ASPIRATION; *RURAL YOUTH; SOCIAL ENVIRONMENT; TABLES (DATA); TEENAGERS

IDENTIFIER: *TEXAS

DESCRIPTIVE NOTE: 52P.; PAPER PRESENTED AT THE ANNUAL MEETINGS OF THE SOUTHWESTERN SOCIOLOGICAL ASSOCIATION (SAN ANTONIO, TEXAS, MARCH 27, 1975)

HISTORICAL CHANGE IN OCCUPATIONAL AND EDUCATIONAL STATUS PROJECTIONS OF TEXAS RURAL MEXICAN AMERICAN TEENAGE BOYS AND GIRLS BETWEEN 1967 AND 1973 WERE EXAMINED. THE STUDY DETERMINED THE NATURE AND EXTENT OF HISTORICAL CHANGE PATTERNS OCCURRING AMONG THESE YOUTH IN REFERENCE TO THE FOLLOWING DIMENSIONS OF OCCUPATIONAL AND EDUCATIONAL STATUS PROJECTIONS: ASPIRATION LEVEL AND INTENSITY; EXPECTATION LEVEL AND CERTAINTY; AND OCCURRENCE OF ANTICIPATORY GOAL DEFLECTION. TWO SETS OF COMPARABLE DATA, COLLECTED IN THE SPRING OF 1967 AND 1973, WERE ANALYZED. THE 4 SOUTH TEXAS COUNTIES (DIMMIT, MAVERICK, STARR, AND ZAPATA) USED WERE LOCATED IN RURAL NONMETROPOLITAN AREAS AND HAD HIGH FREQUENCIES OF FAMILY POVERTY AND PROPORTIONATELY HIGH CONCENTRATIONS OF MEXICAN AMERICANS. IDENTICAL QUESTIONNAIRES WERE ADMINISTERED TO 341 MEXICAN AMERICAN HIGH SCHOOL SOPHOMORES IN 1967 AND 379 IN 1973. SINCE THE YOUTHS' STATUS PROJECTIONS COULD BE INFLUENCED BY THE PATTERNS OF HISTORICAL CHANGE IN THEIR COMMUNITIES, SCHOOLS, AND FAMILIES, THE DEGREE OF HISTORICAL CHANGE IN THESE SOCIAL CONTEXTS WAS ALSO EVALUATED. FINDINGS INDICATED THAT MEXICAN AMERICAN TEENAGERS IN THE NONMETROPOLITAN AREAS OF SOUTH TEXAS HAD NOT EXPERIENCED MUCH CHANGE BETWEEN 1967 AND 1973 BUT HAD MAINTAINED A RELATIVELY HIGH LEVEL OF MOBILITY ASPIRATIONS AND EXPECTATIONS AND A STRONG INTENSITY OF DESIRE FOR ACHIEVED STATUS GOALS. (NQ)

ACCESSION NUMBER: ED104592

PUBLICATION DATE: 3 APR 75

TITLE: TRAINING CHICANO COUNSELORS TO BE CHANGE AGENTS IN RESOLVING COMMUNITY AND SCHOOL CONFLICTS.

PERSONAL AUTHOR: CASAUS, LUIS

DESCRIPTOR: *CHANGE AGENTS; *COUNSELORS; *COUNSELOR TRAINING; EDUCATIONAL CHANGE; *MEXICAN AMERICANS; MODELS; *PROGRAM DESCRIPTIONS; PUPIL PERSONNEL WORKERS; ROLE THEORY; SCHOOL COMMUNITY RELATIONSHIP; SENSITIVITY TRAINING

IDENTIFIER: CHICANOS; EDUCATION PROFESSIONS DEVELOPMENT ACT; EPDA; *PUPIL PERSONNEL SERVICE DEVELOPMENT INSTITUTE

DESCRIPTIVE NOTE: 20P.; PAPER PRESENTED AT AMERICAN EDUCATIONAL RESEARCH ASSOCIATION 1975 ANNUAL MEETING, WASHINGTON, D.C., MARCH 30 - APRIL 3, 1975

USING THE CENTER/SATELLITE STRATEGY (DEVELOPING PROFESSIONALS EQUIPPED WITH TRADITIONAL COUNSELOR SKILLS, BUT WHO WOULD FOCUS ON DEVELOPING A BETTER SYSTEM), THE EDUCATION PROFESSIONS DEVELOPMENT ACT (EPDA) PUPIL PERSONNEL SERVICE DEVELOPMENT INSTITUTE TRAINED CHICANO TEACHERS AS BILINGUAL COUNSELORS. BASED ON FEEDBACK FROM PARTICIPANTS AND OBSERVERS, 8 COMPONENTS WERE PROVIDED TO DEVELOP THE THEORIES, UNDERSTANDING, ETHNIC REORIENTATION AND SKILLS NECESSARY FOR A COUNSELOR TO BE A CHANGE AGENT: PREPLANNING INSTITUTE DEFINING CURRICULUM NEEDS; NEGOTIATIONS WITH THE GRADUATE SCHOOL CONSIDERING ALTERNATIVE ADMISSION CRITERIA TO GRADUATE RECORD EXAMINATIONS AND GRADE POINT AVERAGES; SELF-ASSESSMENT AND GROWTH GROUPS DEALING WITH LINGUISTIC AND CULTURAL EXCLUSION IN THE EDUCATIONAL PROCESS; AN ATTEMPT TO BALANCE EXISTING COURSES WITH SEMINARS, WORKSHOPS AND PRACTICUM EXPERIENCES IN EDUCATIONAL SETTINGS AND "BARRIOS"; STUDY OF CHICANOS' HISTORICAL CONTRIBUTIONS EXCLUDED FROM HISTORY BOOKS; REVIEW OF EARLY CHICANO INSTITUTED REFORM AND DIRECT INVOLVEMENT IN THE CHICANO MOVEMENT; PARTICIPATION IN IMPACTING INDIVIDUAL FACULTY MEMBERS, COUNSELOR EDUCATION, AND TEACHER PREPARATION COURSES; AND DEVELOPMENT AND IMPLEMENTATION OF A TRAINING MODEL FOR "APATHETIC" CHICANO AND BLACK PARENTS. THESE COMPONENTS ARE BRIEFLY DESCRIBED AS TO NEED, DEVELOPMENT, IMPLEMENTATION, AND SOME RESULTANT EFFECTS. (NQ)

ACCESSION NUMBER: ED104594

PUBLICATION DATE: 26 APR 75

TITLE: MUNICIPAL SERVICES EQUALIZATION AND INTERNAL COLONIALISM IN SAN ANTONIO, TEXAS: EXPLORATIONS IN "CHINATOWN".

PERSONAL AUTHOR: COTRELL, CHARLES L.

DESCRIPTOR: *COLONIALISM; *COMMUNITY SERVICES; EQUAL FACILITIES; LITERATURE REVIEWS; *MEXICAN AMERICANS; MUNICIPALITIES; POLITICAL ATTITUDES; POLITICAL POWER; *RACIAL SEGREGATION; *SOCIOECONOMIC INFLUENCES; TAX ALLOCATION

IDENTIFIER: CHICANOS; SAN ANTONIO; *TEXAS

DESCRIPTIVE NOTE: 58P.; PAPER PRESENTED AT THE ROCKY MOUNTAIN SOCIAL SCIENCE CONVENTION, PHOENIX, ARIZONA, APRIL 24-26, 1975. FIGURE PAGES WILL NOT COPY WELL. FILMED FROM BEST COPY AVAILABLE

THE PAPER EXAMINED: (1) THE RELATIONSHIP BETWEEN RESEARCH INTO MUNICIPAL SERVICES EQUALIZATION AND CURRENT EXPLANATIONS OF INTERNAL COLONIALISM, AND (2) SOME ASPECTS OF THE DYNAMIC OF RACIAL EXCLUSION AND INEQUALITY IN SAN ANTONIO, TEXAS. DATA WERE OBTAINED FROM RESEARCH REVIEWS, CENSUS FIGURES, AND CITY, COUNTY, AND STATE SOURCES. CHARACTERISTICS OF THE INTERNAL COLONIAL EXPLANATION DISCUSSED WERE ELECTORAL AND ADMINISTRATIVE EXCLUSION OF CHICANOS, A LACK OF ANY MEANINGFUL SELF-GOVERNMENT IN THE BARRIOS, AN HISTORICAL POLICY OF OFFICIAL CONTAINMENT OF THE BARRIO POPULATION AND A CURRENT PRIVATE PERPETUATION OF THAT CONTAINMENT. AND CONSISTENTLY INEQUITABLE CITY POLICIES WHOSE EFFECTS ARE EXPERIENCED BY ETHNICALLY AND LINGUISTICALLY DISTINCT PEOPLES RESIDENTIALLY SEGREGATED. THE PAPER ALSO ARGUES THAT THE: (1) INTERNAL COLONIAL EXPLANATION(S) MERITS FURTHER SUBSTANTIATING RESEARCH AND INVESTIGATION IN LIGHT OF THE TENTATIVE MUNICIPAL SERVICE RESEARCH FINDINGS, AND (2) INSTITUTIONS AND PROCESSES OF DOMINATION ARE SUBTLE, PERVASIVE, AND INEXTRICABLY INTERTWINED BETWEEN THE PUBLIC AND PRIVATE SECTORS. (NQ)

ACCESSION NUMBER: ED104595

PUBLICATION DATE: NOV 74

TITLE: BILINGUALISM: A REVIEW OF THE LITERATURE RELEVANT TO PREPARATION OF TEACHERS FOR SOUTHWESTERN SPANISH-SPEAKING CHILDREN AND YOUTH.

PERSONAL AUTHOR: WILLEY, DARRELL S.; AND OTHERS

DESCRIPTOR: BIBLIOGRAPHIC CITATIONS; *BILINGUALISM; EDUCATIONAL LEGISLATION; ELEMENTARY SCHOOL TEACHERS; *LITERATURE REVIEWS; PROGRAM DEVELOPMENT; RESEARCH; *REVIEW (REEXAMINATION); SECONDARY SCHOOL TEACHERS; *SPANISH SPEAKING; STEREOTYPES; *TEACHER EDUCATION; TESTING

IDENTIFIER: CHICANOS; *SOUTHWEST

DESCRIPTIVE NOTE: 10P.

FIFTY-EIGHT LITERATURE CITATIONS RELEVANT TO PREPARATION OF TEACHERS FOR SOUTHWESTERN SPANISH-SPEAKING CHILDREN AND YOUTH ARE REVIEWED IN THIS PAPER. THE CITATIONS INCLUDE JOURNAL ARTICLES, MONOGRAPHS, RESEARCH REPORTS, AND SYNTHESIS PAPERS PUBLISHED BETWEEN 1920 AND 1974. TOPICS COVERED ARE BILINGUAL TEACHING STRATEGIES, STEREOTYPING, PROBLEMS AND ISSUES OF TEACHING CHICANO PUPILS AND YOUTH, TESTING, STANDARDIZED PSYCHOMETRICS AND MENTAL MEASUREMENTS, REFORM LEGISLATION, CRITERIA FOR BILINGUAL PROGRAMS, AND QUALITY TEACHER PREPARATION PROGRAM DESIGN. (NQ)

ACCESSION NUMBER: ED104596

PUBLICATION DATE: 27 MAR 73

TITLE: WHO FITS THE PROCRUSTEAN BED?: SPANISH-AMERICAN AND ANGLO CHILDREN VERSUS THE PUBLIC SCHOOLS.

PERSONAL AUTHOR: LECOMPTE, MARGARET DIANE

DESCRIPTOR: ACADEMIC ACHIEVEMENT; ACCULTURATION; *ANGLO AMERICANS; COMPARATIVE ANALYSIS; *CULTURE CONFLICT; ELEMENTARY EDUCATION; FAMILY STRUCTURE; GRADE 4; PUBLIC SCHOOL TEACHERS; RESPONSIBILITY; SEX ROLE; *SPANISH AMERICANS; *TEACHER BEHAVIOR; *VALUES

IDENTIFIER: ALBUQUERQUE; *NEW MEXICO

DESCRIPTIVE NOTE: 36P.; PAPER PRESENTED AT THE COMPARATIVE AND INTERNATIONAL EDUCATION SOCIETY MEETINGS, SAN ANTONIO, TEXAS, MARCH 25-27, 1973. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT

THE NORMS AND BEHAVIORS APPROPRIATE TO THE WORLD OF WORK WHICH ARE LEARNED IN SCHOOL ARE EXPRESSED IN TEACHER BEHAVIOR AND THE CLASSROOM SETTING. TEACHER BEHAVIOR AND CLASSROOM ORGANIZATION WERE EXAMINED TO DETERMINE HOW THEY EXPRESSED WORK NORMS AND IN WHAT WAYS THEY CONFLICTED WITH THE SPANISH AMERICAN CULTURE. BEHAVIORAL MEASURES WERE DEVELOPED FOR THOSE VALUES WHICH WERE MOST CLEARLY RELATED TO SUCCESS IN THE MODERN WORLD OF WORK--TIME, RESPONSIBILITY, WORK, AND ACADEMIC ACHIEVEMENT. THE SAMPLE CONSISTED OF 4TH GRADE TEACHERS AND STUDENTS IN 2 ALBUQUERQUE (NEW MEXICO) SCHOOLS LOCATED IN THE: (1) SOUTH VALLEY, A PREDOMINANTLY SPANISH AMERICAN NEIGHBORHOOD WITH AN ALMOST RURAL SMALL-TOWN ATMOSPHERE, AND (2) SOUTHEAST "HEIGHTS", A PREDOMINANTLY ANGLO MIDDLE CLASS NEIGHBORHOOD. DATA WERE OBTAINED FROM: OBSERVATIONS OF TEACHERS AND STUDENTS OVER A 9-MONTH PERIOD; A 28-ITEM, TRUE-FALSE QUESTIONNAIRE ASKING WHETHER THE TEACHER'S BEHAVIOR EXPRESSED THE 4 VALUES; AND INTERVIEWS WITH 12 PUPILS FROM EACH CLASSROOM INDICATING HOW THIS BEHAVIOR WAS EXPRESSED. SOME FINDINGS WERE: (1) TEACHER BEHAVIOR FELL INTO 2 MAJOR CATEGORIES--THE MANAGEMENT CORE AND THE DISCRETIONARY AREA; (2) AREAS OF CONFLICT WERE IN FOLLOWING RULES AND EXPECTATIONS ENUNCIATED BY THE TEACHER, KEEPING QUIET AND OVERTLY PASSIVE, KEEPING BUSY, AND DIVIDING UP AVAILABLE TIME. (NQ)

HARD COPY NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED104606

PUBLICATION DATE: 74

TITLE: THE NATIONAL DIRECTORY OF CHICANO FACULTY AND RESEARCH.

PERSONAL AUTHOR: MACIAS, REYNALDO FLORES, ED.; GOMEZ-QUINONES, JUAN, ED.

DESCRIPTOR: COLLEGES; COMMUNITY COLLEGES; *DIRECTORIES; *FACULTY; *HIGHER EDUCATION; *MEXICAN AMERICANS; *RESEARCH; UNIVERSITIES

IDENTIFIER: *CHICANOS; UNITED STATES

DESCRIPTIVE NOTE: 141P.

AN ATTEMPT AT COMPILING INFORMATION ON CHICANOS IN THE UNITED STATES WHO ARE INVOLVED IN ACADEMIC AND RESEARCH ACTIVITIES, THE DIRECTORY LISTS ALPHABETICALLY OVER 300 RESPONSES, 600 NAMES, 25 STATES, 2 COUNTRIES, 87 FOUR-YEAR INSTITUTIONS, AND 43 TWO-YEAR INSTITUTIONS. ORGANIZED BY STATES AND INSTITUTIONS, IT GIVES THE RESPONDENTS' ACADEMIC BACKGROUND, PUBLICATIONS, CURRENT AND PROJECTED TEACHING AND RESEARCH INTERESTS AND ACTIVITIES. DATA WERE OBTAINED THROUGH QUESTIONNAIRES MAILED, ALONG WITH A LETTER EXPLAINING THE PROJECT, TO CHICANO FACULTY MEMBERS THROUGHOUT THE U.S. AND ALL FOUR-YEAR INSTITUTION HEADS IN 35 STATES, REQUESTING NAMES OF ALL THEIR SPANISH SURNAME FACULTY AND OF PERSONS WHO MIGHT NOT HAVE RECEIVED A QUESTIONNAIRE. AN INDEX OF THE NAMES INCLUDED IN THE DIRECTORY AND THE DISCIPLINE IN WHICH THEY ARE CLASSIFIED IS PROVIDED. THIS INDEX ALSO INCLUDES A NOTATION AFTER THE NAMES AS TO WHETHER A RESPONSE IS INCLUDED IN THE DIRECTORY. SURVEY QUESTIONNAIRES AND LETTERS SENT TO INSTITUTION HEADS AND THE RESPONDENTS ARE APPENDED. (NQ)

AVAILABILITY: AZTLAN PUBLICATIONS, CHICANO STUDIES CENTER, UCLA, 405 HILGARD AVE., LOS ANGELES, CALIFORNIA 90024 ($10.95)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED104612

PUBLICATION DATE: 29 MAR 75

TITLE: GATHERING COMPLETE RESPONSES FROM MEXICAN-AMERICANS BY PERSONAL INTERVIEW.

PERSONAL AUTHOR: ZUSMAN, MARTY E.; AND OTHERS

DESCRIPTOR: CHILDREN; *DATA COLLECTION; *INTERVIEWS; ITEM ANALYSIS; *MEXICAN AMERICANS; *MIGRANTS; PARENTS; *QUALITY CONTROL; RELIABILITY; RESPONSE MODE; VALIDITY

IDENTIFIER: INDIANA

DESCRIPTIVE NOTE: 17P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE SOUTHWESTERN SOCIOLOGICAL ASSOCIATION, SAN ANTONIO, TEXAS, MARCH 26-29, 1975

AN IMPORTANT COMPONENT OF HIGH QUALITY DATA IS THE COMPLETENESS OF THE GATHERED DATA. COMPLETE RESPONSE CONSISTS OF 3 SPECIFIC FACTORS: (1) SAMPLE MORTALITY (THE LOSS OF RESPONDENTS FROM THE INITIAL SAMPLE); (2) ITEM NONRESPONSE; AND (3) DETAIL GIVEN TO OPEN-ENDED ITEMS. RESPONSES TO THE PERSONAL INTERVIEW AMONG MEXICAN AMERICAN MIGRANTS WERE EVALUATED TO DETERMINE WHETHER HIGH QUALITY DATA CAN BE OBTAINED THROUGH PERSONAL INTERVIEWS WITHIN THE MIGRANT CULTURE. MEXICAN AMERICAN MIGRANTS WERE INTERVIEWED DURING A MIGRANT EDUCATIONAL RECRUITMENT PROGRAM CONDUCTED IN NORTHEAST INDIANA DURING THE SUMMER OF 1974. MIGRANTS WERE ENUMERATED AND THEN SELECTIVELY INTERVIEWED AT THE HARVESTING SITE. RESPONDENTS INCLUDED 95 PARENTS AND 71 CHILDREN WHO COMPLETED 2 DIFFERENT INTERVIEW SCHEDULES. THE OVERALL AMOUNT OF NONRESPONSE WAS CONSIDERED BY THE RESPONDENT'S AGE AND SEX AND BY THE ITEM CONTENT (WHETHER DEMOGRAPHIC OR PERCEPTUAL). AMONG THE FINDINGS WERE: (1) SAMPLE MORTALITY WAS LESS OF A PROBLEM THAN EXPECTED; (2) ITEM NONRESPONSE VARIED WITH THE RESPONDENT'S CHARACTERISTICS AND THE NATURE OF THE ITEM; (3) NUMEROUS SIGNIFICANT DIFFERENCES IN NONRESPONSE OCCURRED FOR BOTH GROUPS, AND WERE COMPARATIVELY CONSISTENT, WHEN THE PERSONAL INTERVIEW WAS USED; AND (4) DUE TO LACK OF HEAVY PROBING, DETAIL GIVEN TO OPEN-ENDED ITEMS WAS MINIMAL FOR BOTH GROUPS. (NQ)

ACCESSION NUMBER: ED104613

PUBLICATION DATE: 29 MAR 75

TITLE: FACTORS AFFECTING ACADEMIC PERFORMANCE AND PERSISTENCE AMONG THE MEXICAN-AMERICAN, THE BLACK AND THE ANGLO STUDENTS IN A SOUTHWESTERN UNIVERSITY.

PERSONAL AUTHOR: TSAI, YUNG-MEI; PERRY, FLOYD, JR.

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; *ANGLO AMERICANS; COLLEGE STUDENTS; COMPARATIVE ANALYSIS; GRADES (SCHOLASTIC); *MEXICAN AMERICANS; *NEGRO STUDENTS; *PERSISTENCE; PREDICTIVE ABILITY (TESTING); PREDICTOR VARIABLES; STATISTICAL ANALYSIS

IDENTIFIER: SOUTHWEST

DESCRIPTIVE NOTE: 21P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE SOUTHWESTERN SOCIOLOGICAL ASSOCIATION (SAN ANTONIO, TEXAS, MARCH 26-29, 1975

THE STUDY'S PURPOSE WAS TO: (1) IDENTIFY FACTORS AFFECTING COLLEGE STUDENTS' ACADEMIC PERFORMANCE MEASURED BY COLLEGE GRADE POINT AVERAGE (GPA) AND PERSISTENCE IDENTIFIED BY WHETHER OR NOT WITHDRAWN FROM THE UNIVERSITY INITIALLY ATTENDED; AND (2) COMPARE THESE FACTORS AMONG BLACK, MEXICAN AMERICAN, AND ANGLO STUDENTS. DATA WERE OBTAINED FROM THE STUDENTS' DATA FILES IN THE ADMISSIONS OFFICE OF THE UNIVERSITY UNDER INVESTIGATION. TWO SAMPLES WERE ANALYZED: (1) A LARGER SAMPLE INCLUDING ALL IDENTIFIABLE BLACKS (216), MEXICAN AMERICANS (397), AND A RANDOM SAMPLE OF ANGLO STUDENTS (3,202) WHO ENTERED THE UNIVERSITY BETWEEN 1970 AND 1974; AND (2) A SUBSAMPLE OF THE LARGER ONE INCLUDING ONLY THOSE STUDENTS WHO ENTERED THE UNIVERSITY DURING 1973 AND 1974 AND WHOSE HIGH SCHOOL INFORMATION WAS AVAILABLE IN THEIR DATA FILE (392 STUDENTS). HIGH SCHOOL DATA WAS INCLUDED ONLY IN THE SUBSAMPLE'S ANALYSIS. SOME FINDINGS WERE: (1) HIGH SCHOOL INFORMATION WAS IMPORTANT IN PREDICTING A STUDENT'S COLLEGE ACADEMIC PERFORMANCE; (2) HIGH SCHOOL GPA AND THE SCHOLASTIC APTITUDE TEST SCORES CONTINUED TO DOMINATE THE PREDICTABILITY OF A STUDENT'S COLLEGE GPA; AND (3) COLLEGE GPA DID NOT ENHANCE A STUDENT'S COLLEGE PERSISTENCE BUT, ON THE CONTRARY, IT HINDERED HIS PERSISTENCE. (NQ)

ACCESSION NUMBER: ED104614

PUBLICATION DATE: FEB 75

TITLE: REACHING EACH CHILD -- PROGRAMS FOR TEXAS MINORITY STUDENTS.

DESCRIPTOR: *BILINGUAL EDUCATION; CULTURAL AWARENESS; CURRICULUM; EDUCATIONAL ALTERNATIVES; *EDUCATIONAL PROGRAMS; ELEMENTARY SECONDARY EDUCATION; INSERVICE TEACHER EDUCATION; LEARNING LABORATORIES; *MEXICAN AMERICANS; MIGRANT EDUCATION; *MINORITY GROUP CHILDREN; *PROGRAM DESCRIPTIONS; SELF CONCEPT

IDENTIFIER: *TEXAS

DESCRIPTIVE NOTE: 37P.

WITHIN THE LAST 10 YEARS, ATTENTION HAS BEEN DIRECTED TOWARD DISCOVERING AND SOLVING THE UNIQUE NEEDS AND PROBLEMS OF TEXAS' MINORITY GROUP STUDENTS. THIS BULLETIN BRIEFLY DESCRIBES 16 PROGRAMS, IN OPERATION IN SCHOOL DISTRICTS THROUGHOUT THE STATE, WHICH ARE EFFECTIVELY SERVING THESE STUDENTS. SELECTED BECAUSE THEY ARE REPRESENTATIVE OF THE QUALITY OF EDUCATION WHICH PREVAILS IN TEXAS SCHOOLS, EACH PROGRAM IS DIFFERENT IN ITS APPROACH. THEY COVER SUCH TOPICS AS BILINGUAL EDUCATION, CULTURAL AWARENESS, MIGRANT EDUCATION, VOCATIONAL EDUCATION, READING INSTRUCTION, ETHNIC STUDIES, CHILD APPRAISAL, RESOURCE CENTERS, AND TEACHER INSERVICE EDUATION. AMONG THE PROGRAMS ARE: (1) LAREDO'S ONE CLASSROOM WHERE MEXICAN AMERICAN STUDENTS LEARN TO BE BILINGUAL OFFICE WORKERS; (2) AN ETHNIC STUDIES PROGRAM IN A BAY CITY JUNIOR HIGH SCHOOL WHICH BEGINS AS A 7TH GRADE TEXAS HISTORY UNIT AND CULMINATES IN A COMMUNITY WIDE ETHNIC FAIR; (3) A CONCERTED EFFORT BY TYLER CURRICULUM WRITERS TO SUPPLY SOCIAL STUDIES AND ENGLISH TEACHERS WITH INFORMATION ABOUT THE CONTRIBUTIONS OF BLACKS TO THE NATION'S DEVELOPMENT; (4) THE PROVISIONS OF ALTERNATIVE APPROACHES TO THE ENTIRE HIGH SCHOOL EDUCATION PROCESS IN THE HOUSTON PUBLIC SCHOOLS; (5) THE ETHNIC STUDIES PROGRAM IN SAN ANGELO; AND (6) THE MIGRANT EDUCATION PROGRAMS IN MERCEDES. (NQ)

ACCESSION NUMBER: ED104615

PUBLICATION DATE: 20 NOV 73

TITLE: THE POLITICS OF BILINGUAL EDUCATION: A STUDY OF FOUR SOUTHWEST TEXAS COMMUNITIES. FINAL REPORT.

PERSONAL AUTHOR: HARDGRAVE, ROBERT L., JR.

DESCRIPTOR: ANGLO AMERICANS; *BILINGUAL EDUCATION; *COMMUNITY ATTITUDES; EDUCATIONAL LEGISLATION; EDUCATIONAL PROGRAMS; ENGLISH (SECOND LANGUAGE); *MEXICAN AMERICANS; *POLICY FORMATION; POLITICS; PROGRAM DEVELOPMENT; *SCHOOL COMMUNITY RELATIONSHIP

IDENTIFIER: CRYSTAL CITY; DEL RIO; LAREDO; SONORA; *TEXAS

DESCRIPTIVE NOTE: 110P.

FOCUSING ON THE EXPERIENCE OF THE SOUTHWEST TEXAS COMMUNITIES OF LAREDO, DEL RIO, CRYSTAL CITY, AND SONORA, THE POLITICS OF BILINGUAL EDUCATION WERE EXAMINED. EMPHASIS WAS ON SCHOOL-COMMUNITY RELATIONS AND COMMUNITY RESPONSE TO BILINGUAL EDUCATION. USING AN INFORMAL APPROACH, THE STUDY SOUGHT TO SHARPEN AN UNDERSTANDING OF THE PROBLEMS LIKELY TO BE ENCOUNTERED BY SCHOOL ADMINISTRATORS AS THEY SEEK TO FORMULATE AND IMPLEMENT A BILINGUAL EDUCATION PROGRAM. EXTENSIVE USE WAS MADE OF PUBLISHED SOURCES, ESPECIALLY NEWSPAPER ARTICLES. THE VARIOUS APPLICATIONS, REPORTS, AND MATERIALS RELATING TO THE DEVELOPMENT AND IMPLEMENTATION OF BILINGUAL EDUCATION PROGRAMS WERE EXAMINED. SEVERAL VISITS WERE MADE TO EACH SCHOOL DISTRICT FOR NON-STRUCTURED INTERVIEWS WITH SCHOOL BOARD MEMBERS, ADMINISTRATORS, TEACHERS, AND COMMUNITY MEMBERS. IT WAS FOUND THAT THE GREATEST THREAT POSED TO BILINGUAL EDUCATION WAS MISUNDERSTANDING AND FEAR ON THE PART OF BOTH THE MEXICAN AMERICAN AND ANGLO COMMUNITIES. BILINGUAL EDUCATION, IF IT IS TO BE SUCCESSFULLY IMPLEMENTED, DEPENDS NOT ONLY ON THE DEVELOPMENT OF A BILINGUAL-BICULTURAL SCHOOL CURRICULUM, BUT ON EDUCATING THE COMMUNITY ON WHAT BILINGUAL EDUCATION IS AND WHAT IT CAN OFFER THE MEXICAN AMERICAN AND ANGLO CHILDREN. (AUTHOR/NQ)

ACCESSION NUMBER: ED104619

PUBLICATION DATE: 29 MAR 75

TITLE: COMPARATIVE STUDY OF THE ASSIMILATION OF MEXICAN AMERICANS: PAROCHIAL SCHOOLS VERSUS PUBLIC SCHOOLS.

PERSONAL AUTHOR: LAMPE, PHILIP E.

DESCRIPTOR: ACADEMIC ASPIRATION; *ACCULTURATION; BEHAVIOR; *COMPARATIVE ANALYSIS; GRADE 8; *MEXICAN AMERICANS; *PAROCHIAL SCHOOLS; *PUBLIC SCHOOLS; RELATIONSHIP; SOCIAL STRUCTURE; SOCIOCULTURAL PATTERNS; SOCIOECONOMIC STATUS

IDENTIFIER: SAN ANTONIO; *TEXAS

DESCRIPTIVE NOTE: 14P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE SOUTHWESTERN SOCIOLOGICAL ASSOCIATION, SAN ANTONIO, TEXAS, MARCH 26-29, 1975

THE RELATIONSHIP BETWEEN THE DEGREE OF ASSIMILATION OF MEXICAN AMERICANS AND THE SCHOOL SYSTEM THEY ATTEND WAS EXAMINED. SEVEN BASIC TYPES OF ASSIMILATION WERE STUDIED--CULTURAL, STRUCTURAL, MARITAL, IDENTIFICATIONAL, ATTITUDINAL, BEHAVIORAL, AND CIVIC ASSIMILATION. A QUESTIONNAIRE WAS ADMINISTERED TO 8TH GRADE STUDENTS IN 9 PUBLIC AND 9 PAROCHIAL SCHOOLS IN SAN ANTONIO, TEXAS. IN EACH SCHOOL SYSTEM, 3 SCHOOLS WERE CLASSIFIED AS MIDDLE CLASS, 3 AS WORKING CLASS, AND 3 AS LOWER CLASS ACCORDING TO THE PARENTS' OCCUPATION. THE FINAL SAMPLE CONSISTED OF 383 STUDENTS (168 IN PUBLIC SCHOOLS AND 215 IN PAROCHIAL) WHO INDICATED THAT THEIR MOTHER AND/OR FATHER WERE OF MEXICAN AMERICAN DESCENT. THEREFORE, PARENTAGE RATHER THAN SURNAME WAS THE BASIS FOR ETHNIC DETERMINATION. IN ORDER TO PROVIDE SOME CONTROL OVER THOSE VARIABLES RELATED TO RESIDENTIAL LOCATION, BOTH PUBLIC AND PAROCHIAL SCHOOLS WHICH WERE IN CLOSE PHYSICAL PROXIMITY WERE SELECTED. SOME FINDINGS WERE: (1) MEXICAN AMERICANS IN PAROCHIAL SCHOOLS SHOWED GREATER OVERALL ASSIMILATION AND SCORED HIGHER IN CULTURAL, STRUCTURAL, (TENDENCY TOWARD) MARITAL, ATTITUDINAL, AND CIVIC ASSIMILATION; (2) THOSE IN PUBLIC SCHOOLS DEMONSTRATED GREATER IDENTIFICATIONAL ASSIMILATION; AND (3) THERE WAS VIRTUALLY NO DIFFERENCE BETWEEN THE GROUPS IN BEHAVIORAL ASSIMILATION. (NQ)

ACCESSION NUMBER: ED105515

PUBLICATION DATE: 74

TITLE: THE USES OF THE MEDIA BY THE CHICANO MOVEMENT; A STUDY IN MINORITY ACCESS.

PERSONAL AUTHOR: LEWELS, FRANCISCO J., JR.

DESCRIPTOR: BROADCAST INDUSTRY; CIVIL RIGHTS; CULTURAL BACKGROUND; HIGHER EDUCATION; *JOURNALISM; *MASS MEDIA; *MEXICAN AMERICANS; *MINORITY GROUPS; NEWSPAPERS; NEWS REPORTING; SOCIAL RELATIONS

DESCRIPTIVE NOTE: 178P.

THIS BOOK EXAMINES THE ISSUE OF ACCESS TO THE MASS MEDIA, ADDRESSING THE SPECIFIC PROBLEMS ENCOUNTERED BY CHICANOS IN USING TELEVISION, RADIO, NEWSPAPERS, AND BOOKS TO EXPRESS THEIR VIEWPOINTS. CHAPTER 1 DESCRIBES THE MEXICAN-AMERICAN COMMUNITY IN SOCIOECONOMIC, GEOGRAPHIC, DEMOGRAPHIC, AND POLITICAL TERMS. CHAPTER 2 EXPLORES THE MEXICAN-AMERICAN PRESS IN RELATION TO THE CHICANO COMMUNITY AND ALSO DEALS WITH THE PROBLEM OF STEREOTYPING BY THE MASS MEDIA. IN CHAPTER 3, THE RISE OF THE CHICANO MOVEMENT IS STUDIED THROUGH AN EXAMINATION OF MEDIA CONFERENCES HELD THROUGHOUT THE COUNTRY AND IN RELATION TO THE NATIONAL CHICANO MEDIA COUNCIL (NCMC). THE FOURTH CHAPTER ANALYZES THE HISTORY AND PROCESS OF CHALLENGING THE MASS MEDIA, ESPECIALLY THE BROADCAST INDUSTRY, AND CHAPTER 5 DISCUSSES SPECIFIC ATTEMPTS BY THE CHICANO MOVEMENT TO GAIN ACCESS TO THE MASS MEDIA BY CHALLENGING THE LEGALITY OF VARIOUS PROGRAMING AND EMPLOYMENT PRACTICES AND BY NEGOTIATING NEW CONTRACTS THAT SUITED MEXICAN-AMERICAN NEEDS. CHAPTER 6 DISCUSSES THE IMPLEMENTATION OF THE CONTRACTUAL AGREEMENTS. CHAPTERS 7--8 DISCUSS CABLE TELEVISION AND THE FUTURE OF THE CHICANO MOVEMENT, RESPECTIVELY. (RB)

AVAILABILITY: PRAEGER PUBLISHERS, 111 FOURTH AVENUE, NEW YORK, NEW YORK 10003 ($15.00 CLOTH)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED105752

PUBLICATION DATE: 74

TITLE: UN BOSQUEJO DEL PROYECTO BILINGUE (OUTLINE OF A BILINGUAL PROJECT).

DESCRIPTOR: *BILINGUAL EDUCATION; *BILINGUAL SCHOOLS; BILINGUAL STUDENTS; *CURRICULUM GUIDES; ELEMENTARY SECONDARY EDUCATION; ENGLISH; LANGUAGE PROGRAMS; MATHEMATICS INSTRUCTION; MEXICAN AMERICANS; *PROGRAM DESCRIPTIONS; SCIENCE INSTRUCTION; SECOND LANGUAGE LEARNING; *SPANISH; TEACHING GUIDES

DESCRIPTIVE NOTE: 64P.; IN SPANISH

BILINGUAL EDUCATION IN ENGLISH AND SPANISH IS INTENDED TO GIVE NATIVE SPEAKERS OF BOTH LANGUAGES INSIGHTS INTO TWO CULTURES, A BROADER BACKGROUND, AND GREATER LIFE OPPORTUNITIES. SPANISH-SPEAKING STUDENTS IN BILINGUAL PROGRAMS CAN RETAIN THEIR LANGUAGE TIES AND THE ABILITY TO COMMUNICATE WITH THEIR FAMILIES AND OLDER RELATIVES. THE DIRECTORS OF THIS PROJECT BELIEVE THAT STUDENTS OF HISPANIC BACKGROUND HAVE A RIGHT TO SPANISH-LANGUAGE INSTRUCTION, AND THAT BILINGUAL EDUCATION SHOULD BE OBLIGATORY IN ALL U.S. PUBLIC SCHOOLS. THIS BILINGUAL PROGRAM ATTEMPTS TO HELP EACH STUDENT ACHIEVE SUCCESS IN READING, MATHEMATICS, SCIENCE, LANGUAGE, AND SOCIAL SCIENCES. THE PROGRAM'S UNDERLYING FUNCTIONAL, PHILOSOPHICAL, AND HUMANITARIAN PROPOSITIONS ARE LISTED, INCLUDING STUDENTS' ACHIEVEMENT GOALS IN SPEECH, WRITING, AND THOUGHT. THE ROLE OF EACH PERSON INVOLVED IN THE PROJECT, FROM DIRECTOR TO BILINGUAL SECRETARY, IS DETAILED. TEACHING METHODS, LESSON CONTENT, LEARNING OBJECTIVES AND STAGES IN LANGUAGE, READING AND MATHEMATICS ARE OUTLINED IN THE CURRICULUM GUIDE FOR GRADES 1-12; AND EACH LEARNING EXPERIENCE IS CONSTRUCTED TO RESPOND TO ONE OF THE EDUCATIONAL NEEDS OR PROPOSITIONS PREVIOUSLY LISTED. (CK)

ACCESSION NUMBER: ED105771

PUBLICATION DATE: 74

TITLE: CANADA COLLEGE'S ENGLISH INSTITUTE: A COMMUNITY COLLEGE PROGRAM FOR SPANISH-SPEAKING STUDENTS.

PERSONAL AUTHOR: SUTHERLAND, KENTON

DESCRIPTOR: ACADEMICALLY HANDICAPPED; BILINGUAL EDUCATION; *COLLEGE LANGUAGE PROGRAMS; COMMUNITY EDUCATION; *CURRICULUM DEVELOPMENT; CURRICULUM ENRICHMENT; CURRICULUM PROBLEMS; EDUCATIONAL CHANGE; EDUCATIONAL IMPROVEMENT; EDUCATIONAL INNOVATION; *ENGLISH (SECOND LANGUAGE); *JUNIOR COLLEGES; *SPANISH SPEAKING; VOCATIONAL EDUCATION

IDENTIFIER: *CALIFORNIA

DESCRIPTIVE NOTE: 10P.

THIS PAPER DESCRIBES THE HISTORY AND DEVELOPMENT OF A PROGRAM OF COLLEGE PREPARATION AND LANGUAGE STUDY FOR SPANISH SPEAKERS AT CANADA COLLEGE IN REDWOOD CITY, CALIFORNIA. THE FIRST STEP WAS TO DRAW THE LOCAL SPANISH-SPEAKING POPULATION TO THE COLLEGE; THIS WAS DONE THROUGH A LATIN FESTIVAL. THE SECOND STEP, AN ASSESSMENT OF EDUCATIONAL NEEDS, RESULTED IN AN ESL PROGRAM DESIGNED SPECIFICALLY FOR SPANISH SPEAKERS. FOLLOWING THE SUCCESS OF THIS PROGRAM, COURSES WERE ESTABLISHED WHICH COULD BE TAUGHT BILINGUALLY OR IN SPANISH. FURTHER CURRICULUM INNOVATIONS INCLUDED SECRETARIAL COURSES AND SPANISH FOR SPANISH SPEAKERS. PLANS FOR THE FUTURE INCLUDE BILINGUAL/BICULTURAL TEACHER TRAINING AND VOCATIONAL TRAINING. (AM)

ACCESSION NUMBER: ED105905

PUBLICATION DATE: 1 JUL 75

TITLE: THE BEST OF ERIC ON LIBRARY SERVICES TO MIGRANT AND FARM WORKER COMMUNITIES.

DESCRIPTOR: *AGRICULTURAL LABORERS; BIBLIOGRAPHIES; LIBRARIES; LIBRARY PROGRAMS; *LIBRARY SERVICES; *MEXICAN AMERICANS; *MIGRANT WORKERS; SPANISH AMERICANS; *SPANISH SPEAKING

IDENTIFIER: *EDUCATIONAL RESOURCES INFORMATION CENTER; ERIC

DESCRIPTIVE NOTE: 21P.

TWENTY-NINE ITEMS REPRESENT THE BEST OF THE MATERIALS IN THE NATIONAL ERIC (EDUCATIONAL RESOURCES INFORMATION CENTER) SYSTEM DEALING WITH LIBRARY SERVICES TO MIGRANT AND FARM WORKER COMMUNITIES. PUBLICATIONS FROM 1969 TO MARCH 1975 IN THIS SPECIALTY AREA ARE INCLUDED. THE MATERIALS ARE PRESENTED IN COMPUTER PRINT-OUT FORMAT AND INCLUDE CITATIONS FROM TWO ERIC PUBLICATIONS, "RESOURCES IN EDUCATION" AND "CURRENT INDEX TO JOURNALS IN EDUCATION." INSTRUCTIONS ON HOW TO READ THE CITATIONS ARE INCLUDED AT THE BEGINNING OF EACH SECTION. (AUTHOR/PF)

ACCESSION NUMBER: ED105963

PUBLICATION DATE: 74

TITLE: LATIN AMERICAN PRESCHOOL.

PERSONAL AUTHOR: DIXON, BROCK; AND OTHERS

DESCRIPTOR: BILINGUAL EDUCATION; *BILINGUAL SCHOOLS; BILINGUAL TEACHER AIDES; HOME VISITS; LEARNING ACTIVITIES; OBJECTIVES; PARENT EDUCATION; PARENT PARTICIPATION; PARENT TEACHER CONFERENCES; PILOT PROJECTS; PRESCHOOL CHILDREN; *PRESCHOOL PROGRAMS; *PROGRAM DESCRIPTIONS; *PROGRAM EVALUATION; SCHOOL COMMUNITY RELATIONSHIP; *SPANISH SPEAKING

IDENTIFIER: EARLY CHILDHOOD EDUCATION PROJECT

DESCRIPTIVE NOTE: 163P.; FOR RELATED DOCUMENTS, SEE ED 105 962, 964-966

THIS REPORT PRESENTS THE DEVELOPMENT, ORGANIZATION AND EVALUATION OF A SIX WEEK BILINGUAL PRESCHOOL PROGRAM FOR LATIN AMERICAN CHILDREN, DESIGNED SPECIFICALLY TO HELP PREPARE THEM FOR KINDERGARTEN. THE GENERAL GOALS OF THE PROGRAM WERE: (1) TO PROVIDE THE CHILDREN WITH A PLEASANT ENVIRONMENT IN WHICH THEY COULD LEARN APPROPRIATE SCHOOL BEHAVIOR, OVERCOME HOME SEPARATION ANXIETIES, DEVELOP A POSITIVE SELF IMAGE, DEVELOP OR STRENGTHEN AN APPRECIATION OF LATIN CULTURE AND LANGUAGE, HAVE INITIAL CONTACT WITH THE ENGLISH LANGUAGE, AND HAVE MEANINGFUL COGNITIVE AND DEVELOPMENTAL EXPERIENCES; (2) TO PROVIDE AN OPPORTUNITY FOR PARENT EDUCATION IN CHILD DEVELOPMENT; AND (3) TO UTILIZE COMMUNITY RESOURCES. THE PROGRAM STRUCTURE ALLOWED THE CHILDREN TO USE THEIR NATIVE LANGUAGE INFORMALLY AND LEARN ENGLISH THROUGH STRUCTURED GROUP ACTIVITIES. EVALUATION OF THE PROGRAM, PRESENTED IN DETAIL, INDICATES THAT DESPITE THE BRIEF PERIOD, CHILDREN DID BENEFIT FROM THE EXPERIENCE. THE APPENDICES, WHICH COMPRISE MORE THAN HALF OF THE REPORT, CONTAIN THE EVALUATION INSTRUMENTS USED; TOPICAL, ANNOTATED BIBLIOGRAPHIES, UNIT AND LESSON PLANS; INSTRUCTIONAL MATERIALS AND SOURCES; MATERIALS FOR PARENTS' CLASSROOM OBSERVATION, HOME VISITS, AND HOME INSTRUCTION; AND COPIES OF THE WEEKLY NEWSLETTERS FOR PARENTS. PARENT MATERIALS IS PRESENTED IN ENGLISH AND SPANISH. (ED)

AVAILABILITY: PUBLICATIONS, ATTN: VICKI HOPSON, EARLY CHILDHOOD EDUCATION PROJECT, OAKLAND UNIVERSITY, SCHOOL OF EDUCATION, 412 ZARNER HALL, ROCHESTER, MICHIGAN 48063 (PAPER, SEND CHECK, $4.00)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED106035

PUBLICATION DATE: 69

TITLE: PRELIMINARY ANALYSIS OF THE 1968-69 SCHOOL RACIAL CENSUS.

DESCRIPTOR: AMERICAN INDIANS; CAUCASIAN STUDENTS; CENSUS FIGURES; ELEMENTARY SECONDARY EDUCATION; *ETHNIC DISTRIBUTION; NEGRO STUDENTS; *PAROCHIAL SCHOOLS; PROFESSIONAL PERSONNEL; *PUBLIC SCHOOLS; *RACIAL DISTRIBUTION; SPANISH SPEAKING; *STUDENT ENROLLMENT; TABLES (DATA)

IDENTIFIER: *MICHIGAN

DESCRIPTIVE NOTE: 19P.

THE MICHIGAN DEPARTMENT OF EDUCATION CONDUCTED A SCHOOL RACIAL CENSUS IN THE FALL OF 1968. INFORMATION WAS OBTAINED ABOUT THE RACIAL COMPOSITION OF STUDENT BODIES AND STAFF BY SCHOOL BUILDINGS IN BOTH PUBLIC AND NONPUBLIC SCHOOLS. THE 1968-69 SCHOOL RACIAL CENSUS WAS BASED ON QUESTIONNAIRES RETURNED FROM 4,538 INDIVIDUAL SCHOOLS WHICH EMPLOYED 109,304 PROFESSIONAL STAFF TO SERVICE 2,363,849 STUDENTS. OF THE 2.4 MILLION PUPILS RECORDED, 86.3 PERCENT WERE WHITE, 12 PERCENT NEGRO, 1.2 PERCENT SPANISH-SURNAMED, 0.3 PERCENT AMERICAN INDIAN, AND 0.2 PERCENT ORIENTAL. OF THE PROFESSIONAL STAFF, 91.6 PERCENT WERE WHITE, 7.6 PERCENT NEGRO, 0.4 PERCENT SPANISH-SURNAMED, 0.2 PERCENT AMERICAN INDIAN, AND 0.2 PERCENT ORIENTAL. THIS PRELIMINARY REPORT GIVES DATA ON THE: (1) RACIAL AND ETHNIC DISTRIBUTION OF STUDENTS AND PROFESSIONAL STAFF; (2) RACIAL DISTRIBUTION OF STUDENTS IN PUBLIC AND NONPUBLIC SCHOOL BUILDINGS OF DIFFERENT RACIAL COMPOSITION; (3) RACIAL AND ETHNIC DISTRIBUTION OF STUDENTS AND PROFESSIONAL STAFF IN NONPUBLIC SCHOOLS BY DENOMINATION; AND (4) COMMUNITIES WITH 50 OR MORE NEGRO STUDENTS IN NONPUBLIC SCHOOLS. COMPARISON OF PUBLIC AND NONPUBLIC SCHOOL ENROLLMENT IN COMMUNITIES WITH CONCENTRATIONS OF NEGRO STUDENTS IS ALSO INCLUDED. (NQ)

ACCESSION NUMBER: ED106041

PUBLICATION DATE: 28 MAR 75

TITLE: TOWARD ECONOMIC DEVELOPMENT OF THE CHICANO BARRIO: ALTERNATIVE STRATEGIES AND THEIR IMPLICATIONS.

PERSONAL AUTHOR: MATTA, BENJAMIN N., JR.

DESCRIPTOR: CAPITALISM; *CHANGE STRATEGIES; *COMMUNITY DEVELOPMENT; *ECONOMIC DEVELOPMENT; EMPLOYMENT OPPORTUNITIES; INDIVIDUAL POWER; MANPOWER DEVELOPMENT; *MEXICAN AMERICANS; OUTREACH PROGRAMS; *SOCIOECONOMIC INFLUENCES

IDENTIFIER: *CHICANOS

DESCRIPTIVE NOTE: 29P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE SOUTHWESTERN SOCIAL SCIENCE ASSOCIATION, SOUTHWESTERN ECONOMICS ASSOCIATION (SAN ANTONIO, TEXAS, MARCH 1975)

MOST CHICANOS LIVE IN RELATIVELY WELL-DEFINED AREAS CALLED "BARRIOS" WITHIN URBAN AREAS. THESE BARRIOS ARE GROWING IN POPULATION DENSITY DUE TO SUCH LONG-TERM FORCES AS THE: (1) DECLINING OPPORTUNITIES IN RURAL AREAS DUE TO THE GRADUAL LABOR DISPLACEMENT AND/OR THE BLEAK ECONOMIC PROSPECTS FACED BY THE SMALLER FARM IN THIS COUNTRY; (2) CONTINUING POPULATION INFLUX OF LEGAL OR ILLEGAL MEXICAN NATIONALS; AND (3) CONTINUING INTENSIVE PHYSICAL SEGREGATION AND RACISM WHICH KEEPS RESIDENTS OF CHICANO BARRIOS FROM MOVING OUT. THE MAJORITY OF THE CHICANO COMMUNITY DEPENDS ON ITS LABOR POWER FOR ITS ECONOMIC LIVELIHOOD. YET, IN APRIL 1970 THE UNEMPLOYMENT RATE WAS 6.1% FOR CHICANO MALES; ONLY 61.8 PERCENT OF THE MALE HOUSEHOLD HEADS AND 23.7 PERCENT OF THE FEMALE FAMILY HEADS WORKED FULL-TIME YEAR ROUND. THIS PAPER PRESENTS A DESCRIPTIVE ECONOMIC ANALYSIS THAT WILL BUILD ON WHAT ARE CONSIDERED MAJOR PREMISES AND CONCLUSIONS OF RESEARCH ON THE CHICANO COMMUNITY TO DATE. ALTERNATIVE MEANS AND IMPLICATIONS TOWARD ECONOMIC DEVELOPMENT OF THE BARRIO AS THEY HAVE APPEARED SINCE 1960 ARE DESCRIBED AND ASSESSED: PRIVATE SECTOR-PUBLIC SECTOR COOPERATION; PROMOTION OF CHICANO CAPITALISM; REFORM OF THE ENTIRE MECHANISM OF PUBLIC GOODS PROVISIONS; COMMUNITY ECONOMIC SELF-DETERMINATION; AND TRICKLE DOWN APPROACH. (NQ)

ACCESSION NUMBER: ED106042

PUBLICATION DATE: JAN 74

TITLE: INTELLIGENCE OF MEXICAN AMERICAN CHILDREN: A FIELD STUDY COMPARING NEO-PIAGETIAN AND TRADITIONAL CAPACITY AND ACHIEVEMENT MEASURES.

PERSONAL AUTHOR: DE AVILA, EDWARD A.; HAVASSY, BARBARA

DESCRIPTOR: ABSTRACTION TESTS; ACADEMIC ACHIEVEMENT; ANGLO AMERICANS; COGNITIVE DEVELOPMENT; *COGNITIVE TESTS; *COMPARATIVE ANALYSIS; CONSERVATION (CONCEPT); *ELEMENTARY EDUCATION; FIELD STUDIES; INTELLIGENCE TESTS; *MEXICAN AMERICANS; SEX DIFFERENCES; SOCIOECONOMIC STATUS; *STANDARDIZED TESTS; TABLES (DATA)

IDENTIFIER: CALIFORNIA; COLORADO; ELEMENTARY SECONDARY EDUCATION ACT TITLE VII; ESEA TITLE VII; NEW MEXICO; *SOUTHWEST; TEXAS

DESCRIPTIVE NOTE: 204P.

APPROXIMATELY 1,225 MEXICAN AMERICAN AND ANGLO AMERICAN CHILDREN IN GRADES 1-6 (AGES 6-14) FROM CALIFORNIA, COLORADO, NEW MEXICO, AND TEXAS WERE TESTED USING SCHOOL ACHIEVEMENT AND IQ STANDARDIZED TESTS AND FOUR PIAGETIAN-DERIVED MEASURES (CARTOON CONSERVATION SCALES, WATER LEVEL TASK, FIGURAL INTERSECTION TEST, AND SERIAL TASK). THE FIELD STUDY'S GOALS WERE TO EXAMINE THE: (1) INTERRELATIONS AMONG THE FOUR NEO-PIAGETIAN MEASURES IN A MEXICAN AMERICAN SAMPLE WHICH VARIED AS TO GEOGRAPHY AND SOCIOECONOMIC STATUS; (2) NEO-PIAGETIAN MEASURES' PSYCHOMETRIC PROPERTIES; (3) RELATION BETWEEN DEVELOPMENTAL LEVEL AS ASSESSED BY NEO-PIAGETIAN PROCEDURES AND IQ AS ASSESSED BY STANDARDIZED MEASURES; (4) EXTENT OF FIELD-INDEPENDENCE AS MEASURED BY THE WATER LEVEL TASK; AND (5) SEX DIFFERENCES IN PERFORMANCE ON THE TESTS. THE DEVELOPMENTAL MEASURES WERE GIVEN TO ALL SUBJECTS IRRESPECTIVE OF SITE WHILE THE STANDARDIZED ACHIEVEMENT AND IQ TESTS WERE GIVEN ON A SITE SPECIFIC BASIS. AMONG THE STANDARDIZED TESTS WERE: OTIS-LENNON MENTAL ABILITY TEST, INTER-AMERICAN SERIES; AND PEABODY PICTURE VOCABULARY TEST. SOME FINDINGS WERE: EXCEPT FOR THE SERIAL TASK, THE NEO-PIAGETIAN MEASURES POSSESSED HIGH RELIABILITY, HOMOGENEITY, AND VALIDITY; AND THESE MEASURES EXHIBITED A DEVELOPMENTAL PROGRESSION OF PERFORMANCE SCORES ACROSS AGE IN ACCORDANCE WITH PIAGET'S THEORY OF COGNITIVE DEVELOPMENT. (AUTHOR/NQ)

AVAILABILITY: DISSEMINATION CENTER FOR BILINGUAL BICULTURAL EDUCATION, 6504 TRACOR LANE, AUSTIN, TEXAS 78721 ($2.50)

ACCESSION NUMBER: ED106044

PUBLICATION DATE: 29 MAR 75

TITLE: A COMPARATIVE STUDY OF THE VALIDITY OF INTERVIEW RESPONSES BY MEXICAN-AMERICANS, ANGLO-AMERICANS, AND BLACKS.

PERSONAL AUTHOR: HOLMES, SANDRA L.; AND OTHERS

DESCRIPTOR: AGE; ANGLO AMERICANS; *COMPARATIVE ANALYSIS; EMPLOYMENT; *INTERVIEWS; *MEXICAN AMERICANS; NEGROES; *RESPONSE MODE; SALARIES; *VALIDITY

IDENTIFIER: *SAN ANTONIO; TEXAS

DESCRIPTIVE NOTE: 17P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE SOUTHWESTERN SOCIOLOGICAL ASSOCIATION (SAN ANTONIO, TEXAS, MARCH 1975)

TELEPHONE INTERVIEWS WERE CONDUCTED TO COMPARE REPORTED AND TRUE DATE OF BIRTH AND SALARY FOR 105 MEXICAN AMERICAN, 219 ANGLO AMERICAN, AND 134 BLACK CITY EMPLOYEES IN SAN ANTONIO, TEXAS. THE ANGLO AND MEXICAN AMERICAN SAMPLES WERE RANDOMLY SELECTED FROM THE POLICE AND FIRE DEPARTMENTS; THE BLACKS, NOT BEING CONCENTRATED IN SUFFICIENT NUMBERS IN ANY FEW DEPARTMENTS, WERE TAKEN FROM ALL 22 CITY DEPARTMENTS. TELEPHONE NUMBERS AND DATA ABOUT SEX, BIRTH, AND EMPLOYMENT DATES, AND SALARY WERE OBTAINED FROM A DOCUMENT FILLED OUT BY EMPLOYEES IN THE PERSONNEL DEPARTMENT. A QUESTIONNAIRE WAS WRITTEN TO GUIDE IN ELICITING RESPONSES ABOUT THE SAME FACTUAL INFORMATION TAKEN FROM THE PERSONNEL RECORDS. TWO ANGLO FEMALES WHO WERE EXPERIENCED IN INTERVIEWING FOR SCHOLARLY AND COMMERCIAL RESEARCH CONDUCTED THE INTERVIEWS. SIGNIFICANCE OF DIFFERENCES TESTS WERE CONDUCTED WITH THE CHI-SQUARE PROCEDURE. INACCURATE RESPONSES WERE CATEGORIZED INTO OVER- AND UNDERSTATEMENT. SOME FINDINGS WERE: (1) OF THE 455 RESPONSES TO THE BIRTH DATE QUESTION, 20 OF THE ANGLO, 9 OF THE MEXICAN AMERICAN, AND 21 OF THE BLACK RESPONSES WERE INACCURATE; (2) OF THE 389 RESPONSES TO THE SALARY QUESTION, ONLY 33 WERE CORRECT WITHIN ONE DOLLAR; AND (3) THE YOUNGER, BUT LESS WELL-PAID BLACKS TENDED TO REPORT THEIR SALARIES MORE ACCURATELY. (NQ)

ACCESSION NUMBER: ED106188

PUBLICATION DATE: 73

TITLE: 1973 ATLAS CURRICULUM GUIDE FOR MEXICAN-AMERICAN AND PUERTO RICAN STUDIES.

DESCRIPTOR: CROSS CULTURAL STUDIES; CURRICULUM GUIDES; EDUCATIONAL OBJECTIVES; *ETHNIC STUDIES; INQUIRY TRAINING; INSTRUCTIONAL MATERIALS; *INTERDISCIPLINARY APPROACH; MEXICAN AMERICAN HISTORY; *MEXICAN AMERICANS; PUERTO RICAN CULTURE; *PUERTO RICANS; SECONDARY EDUCATION; *SOCIAL STUDIES UNITS

DESCRIPTIVE NOTE: 136P.; SOME PAGES OF MARGINAL LEGIBILITY, BEST COPY AVAILABLE

THIS CURRICULUM GUIDE, DEVELOPED BY THE ASSOCIATION OF TEACHERS OF LATIN AMERICAN STUDIES, PROVIDES AN INTERDISCIPLINARY, INQUIRY-ORIENTED APPROACH TO MEXICAN-AMERICAN AND PUERTO RICAN STUDIES. UNIT ONE CONTAINS A LIST OF COGNITIVE AND AFFECTIVE OBJECTIVES AND EVALUATION SUGGESTIONS. UNITS TWO THROUGH SIX PROVIDE CONTENT MATERIALS AND INCLUDE A LIST OF KEY CONCEPTS AND STUDENT INQUIRY ACTIVITIES. SPECIFICALLY, UNIT TWO ANALYZES THE HISTORICAL BACKGROUND OF MEXICO AND INCLUDES SECTIONS ON GEOGRAPHY, PRE-COLUMBIAN CIVILIZATION, THE SPANISH CONQUEST, THE COLONIAL PERIOD, THE INDEPENDENCE MOVEMENT, 19TH CENTURY IMPERIALISM, AND THE REVOLUTION OF 1910. UNIT THREE EXAMINES THE CONTEMPORARY SOCIAL ORGANIZATION OF MEXICO. UNIT FOUR STUDIES THE ECONOMIC AND POLITICAL SYSTEMS OF MEXICO AS WELL AS DEVELOPMENTS IN MEDICINE. UNIT FIVE STUDIES THE EXPERIENCE OF THE MEXICAN-AMERICAN AND INCLUDES SECTIONS ON IDENTIFICATION OF TERMS, THE AMERICAN EXPERIENCE, AND THE CHICANO MOVEMENT, CULTURE, AND EDUCATION. UNIT SIX STUDIES THE PUERTO RICAN EXPERIENCE AND INCLUDES SECTIONS ON PUERTO RICAN IDENTITY, FAMILY STRUCTURE, RELIGIOUS VALUES, AND THE U.S. POLICY ON LANGUAGE IN PUERTO RICO. (AUTHOR/DE)

HARD COPY NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED106237

PUBLICATION DATE: 74

TITLE: MODULAR SEQUENCE: TEACHING READING TO SPANISH-SPEAKING STUDENTS. INSTRUCTOR'S GUIDE. TEACHER CORPS BILINGUAL PROJECT.

DESCRIPTOR: *BILINGUAL EDUCATION; ELEMENTARY SCHOOL STUDENTS; LEARNING ACTIVITIES; *READING INSTRUCTION; *SPANISH SPEAKING; TEACHER EDUCATION; TEACHING GUIDES

DESCRIPTIVE NOTE: 15P.; FOR RELATED DOCUMENTS, SEE ED 095 128-143, ED 103 369-381, ED 106 237-254; TEXT PRINTED ON YELLOW PAPER AND MAY NOT REPRODUCE SHARPLY

THIS INSTRUCTOR'S GUIDE STATES THAT THE OBJECTIVE OF THIS MODULAR SEQUENCE IS TO PROVIDE TEACHERS WITH AN AWARENESS OF THE METHODS AND MATERIALS USED FOR TEACHING READING TO SPANISH-SPEAKING STUDENTS. THE GUIDE EXPLAINS THAT THERE ARE 17 MODULES IN THE SEQUENCE AND THAT PARTICIPANTS SHOULD BE ABLE TO ARRIVE AT A PRACTICAL UNDERSTANDING OF MAJOR CONCEPTS CONCERNING THE TEACHING OF READING THROUGH SELECTED READINGS, OPTIONS TO DEVELOP THEIR OWN INSTRUCTIONAL ACTIVITIES, PRACTICAL CLINICAL APPLICATIONS, AUDIO-VISUAL MATERIALS. INTERACTION WITH RESOURCE PEOPLE AND PEERS, AND CONSULTATION OF CROSS-REFERENCED MATERIALS. AN EXTENSIVE BIBLIOGRAPHY IS INCLUDED. (PB)

ACCESSION NUMBER: ED106238

PUBLICATION DATE: 74

TITLE: MODULAR SEQUENCE: TEACHING READING TO BILINGUAL LEARNERS. TIP 002.01; READING FOR THE SPANISH-SPEAKING CHILD: AN OVERVIEW. TEACHER CORPS BILINGUAL PROJECT.

PERSONAL AUTHOR: MOYLAN, MARIA; AND OTHERS

DESCRIPTOR: *BILINGUAL EDUCATION; ELEMENTARY SCHOOL STUDENTS; *READING INSTRUCTION; *SPANISH SPEAKING; *TEACHER EDUCATION; *TEACHING METHODS

IDENTIFIER: *LEARNING MODULES

DESCRIPTIVE NOTE: 48P.; FOR RELATED DOCUMENTS. SEE ED 095 128-143, ED 103 369-381, ED 106 237-254; TEXT PRINTED ON YELLOW PAPER AND MAY NOT REPRODUCE SHARPLY

THIS TEACHING MODULE IS AN OVERVIEW WHICH, TOGETHER WITH THE MODULAR SEQUENCE THAT FOLLOWS, IS DESIGNED TO ENABLE PARTICIPANTS TO MAKE AN INFORMED CHOICE AS TO THE APPROPRIATE APPROACH FOR TEACHING READING TO SPANISH-SPEAKING STUDENTS. UPON COMPLETION OF THIS MODULE, PARTICIPANTS SHOULD BE ABLE TO (A) DISCUSS CURRENT ENGLISH READING PROGRAMS FOR SPANISH-SPEAKING STUDENTS, (B) IDENTIFY COMPONENTS OF THE VERNACULAR APPROACH TO TEACHING READING, (C) EXPLAIN AND EVALUATE THE RATIONALE AND RESEARCH FOR THE VERNACULAR APPROACH TO TEACHING READING, AND (D) DESCRIBE TENTATIVE OUTLINES OF THE READING PROGRAM WHICH SEEMS MOST FEASIBLE FOR SPANISH-SPEAKING STUDENTS IN THE PARTICIPANT'S OWN SCHOOL SITUATION. PARTICIPANTS ALSO COMPLETE A PREASSESSMENT TEST, CHOOSE TASKS FROM A LIST OF LEARNING ACTIVITIES, AND CONCLUDE THE MODULE WITH A POSTASSESSMENT TEST. (READINGS ENTITLED "AN OVERVIEW OF THE VERNACULAR APPROACH TO TEACHING READING TO SPANISH-SPEAKING STUDENTS," "REGION I LITERACY LESSON: A BILINGUAL READING AND WRITING SYSTEM FOR SPEAKERS OF SPANISH AS A FIRST OR SECOND LANGUAGE," "DEVELOPMENT OF PRE-READING SKILLS IN A SECOND LANGUAGE OR DIALECT," AND "BILINGUAL READING FOR SPEAKERS OF SPANISH" ARE INCLUDED.) (PB)

ACCESSION NUMBER: ED106239

PUBLICATION DATE: 74

TITLE: MODULAR SEQUENCE: TEACHING READING TO BILINGUAL LEARNERS. TTP 002.02; TECHNIQUES FOR DETERMINING LANGUAGE DOMINANCE. TEACHER CORPS BILINGUAL PROJECT.

PERSONAL AUTHOR: ZIRKEL, PERRY A.

DESCRIPTOR: *BILINGUAL EDUCATION; ELEMENTARY SCHOOL STUDENTS; *LANGUAGE ABILITY; LEARNING ACTIVITIES; *SPANISH SPEAKING; *TEACHER EDUCATION; *TESTING

IDENTIFIER: *LEARNING MODULES

DESCRIPTIVE NOTE: 41P.; FOR RELATED DOCUMENTS, SEE ED 095 128-143, ED 103 369-381, ED 106 237-254; TEXT PRINTED ON YELLOW PAPER AND MAY NOT REPRODUCE SHARPLY

THIS TEACHING MODULE OFFERS PARTICIPANTS THE REQUISITE SKILLS AND PROFESSIONAL PERSPECTIVE TO DETERMINE THE LANGUAGE DOMINANCE OF SPANISH-LANGUAGE-ORIGIN STUDENTS. UPON COMPLETION OF THIS MODULE, PARTICIPANTS SHOULD BE ABLE TO (A) IDENTIFY AND DESCRIBE AN EXAMPLE OF AT LEAST THREE TECHNIQUES FOR DETERMINING THE LANGUAGE DOMINANCE OF SPANISH-LANGUAGE-ORIGIN STUDENTS, (B) LIST AT LEAST ONE IMPORTANT DISADVANTAGE AND ONE IMPORTANT ADVANTAGE FOR EACH OF THE THREE TECHNIQUES SELECTED, AND (C) APPROPRIATELY ADMINISTER AND INTERPRET THE RESULTS FOR EACH OF THE SELECTED TECHNIQUES SO AS TO EFFECTIVELY AND EFFICIENTLY DETERMINE THE LANGUAGE DOMINANCE OF SPANISH-LANGUAGE-ORIGIN STUDENTS IN THE PRIMARY GRADES. PARTICIPANTS COMPLETE A PREASSESSMENT TEST, CHOOSE TASKS FROM A LIST OF LEARNING ACTIVITIES, AND CONCLUDE THE MODULE WITH A POSTASSESSMENT TEST. (AN EXCERPT FROM "TESOL QUARTERLY" ENTITLED "A METHOD FOR DETERMINING AND DEPICTING LANGUAGE DOMINANCE," AN ARTICLE ENTITLED "THE WHY'S AND WAYS OF TESTING BILINGUALITY BEFORE TEACHING BILINGUALLY," AND A BIBLIOGRAPHY ARE INCLUDED.) (PB)

ACCESSION NUMBER: ED106240

PUBLICATION DATE: 74

TITLE: MODULAR SEQUENCE: TEACHING READING TO BILINGUAL LEARNERS. TTP 002.03; WHAT IS READING? TEACHER CORPS BILINGUAL PROJECT.

PERSONAL AUTHOR: CILLIZZA, JOSEPH; DEVINE, JOHN M.

DESCRIPTOR: *BILINGUAL EDUCATION; ELEMENTARY SCHOOL STUDENTS; LEARNING ACTIVITIES; *READING INSTRUCTION; READING READINESS; *SPANISH SPEAKING; *TEACHER EDUCATION; TEACHING METHODS

IDENTIFIER: *LEARNING MODULES

DESCRIPTIVE NOTE: 12P.; FOR RELATED DOCUMENTS, SEE ED 095 128-143, ED 103 369-381; ED 106 237-254; TEXT PRINTED ON YELLOW PAPER AND MAY NOT REPRODUCE SHARPLY

UPON COMPLETION OF THIS TEACHING MODULE ON READING, PARTICIPANTS SHOULD BE ABLE TO (A) DEFINE THE PROCESS OF READING, (B) DEFINE READING READINESS, (C) DESCRIBE THE SIGHT METHOD OF TEACHING, (D) LIST STEPS IN THE TEACHING OF READING, (E) DELINEATE ONE MODIFICATION IN AN EXISTING SCHOOL READING PROGRAM WHICH CAN IMPROVE IT, AND (F) TRANSLATE THE MODULE INFORMATION INTO A VIABLE FORM FOR TEACHING A CHILD TO READ. PARTICIPANTS COMPLETE A PREASSESSMENT TEST, CHOOSE TASKS FROM A LIST OF ALTERNATIVES, AND CONCLUDE THE MODULE WITH A POSTASSESSMENT TEST. (PB)

ACCESSION NUMBER: ED106241

PUBLICATION DATE: 74

TITLE: MODULAR SEQUENCE: TEACHING READING TO BILINGUAL LEARNERS. TTP 002.04; READING READINESS. TEACHER CORPS BILINGUAL PROJECT.

PERSONAL AUTHOR: CILLIZZA, JOSEPH; DEVINE, JOHN M.

DESCRIPTOR: *BILINGUAL EDUCATION; DYSLEXIA; ELEMENTARY SCHOOL STUDENTS; LEARNING ACTIVITIES; READING INSTRUCTION; *READING READINESS; *SPANISH SPEAKING; *TEACHER EDUCATION

IDENTIFIER: *LEARNING MODULES

DESCRIPTIVE NOTE: 13P.; FOR RELATED DOCUMENTS SEE ED 095 128-143, ED 103 369-381, ED 106 237-254; TEXT PRINTED ON YELLOW PAPER AND MAY NOT REPRODUCE SHARPLY

THIS TEACHING MODULE DEALS WITH READING READINESS. UPON COMPLETION OF THE MODULE, PARTICIPANTS SHOULD BE ABLE TO (A) ASSESS READINESS NEEDS, (B) LIST THE COMPONENTS OF READINESS, (C) DEVISE A READINESS PROGRAM FOR INDIVIDUALS, AND (D) DETERMINE SPECIAL READINESS NEEDS OF THE DYSLEXIC CHILD. PARTICIPANTS COMPLETE A PREASSESSMENT TEST AND LEARNING ACTIVITIES, AND CONCLUDE THE MODULE WITH A POSTASSESSMENT TEST. (PB)

ACCESSION NUMBER: ED106242

TITLE: MODULAR SEQUENCE: TEACHING READING TO BILINGUAL LEARNERS. TTP 002.05; INTRODUCTION TO PHONICS. TEACHER CORPS BILINGUAL PROJECT.

PERSONAL AUTHOR: CILLIZZA, JOSEPH; DEVINE, JOHN M.

DESCRIPTOR: *BEGINNING READING; *BILINGUAL EDUCATION; ELEMENTARY SCHOOL STUDENTS; LEARNING ACTIVITIES; *PHONICS; READING INSTRUCTION; *SPANISH SPEAKING; *TEACHER EDUCATION

IDENTIFIER: *LEARNING MODULES

DESCRIPTIVE NOTE: 30P.; FOR RELATED DOCUMENTS, SEE ED 095 128-143, ED 103 369-381, ED 106 237-254; TEXT PRINTED ON YELLOW PAPER AND MAY NOT REPRODUCE SHARPLY

THIS TEACHING MODULE PRESENTS A SYSTEMATIC DEVELOPMENT OF PHONIC INFORMATION AND GENERALIZATIONS THAT ARE APPLICABLE TO THE DECODING PROCESS. UPON COMPLETION OF THIS MODULE, PARTICIPANTS SHOULD BE ABLE TO (A) APPLY PHONIC INFORMATION IN DECODING A LIST OF WORDS, AND (B) IDENTIFY SPECIFIC PHONIC COMPONENTS. PARTICIPANTS COMPLETE A PREASSESSMENT TEST, CHOOSE TASKS FROM A LIST OF LEARNING ACTIVITIES, AND CONCLUDE THE MODULE WITH A POSTASSESSMENT TEST. (PB)

ACCESSION NUMBER: ED106243

TITLE: MODULAR SEQUENCE: TEACHING READING TO BILINGUAL LEARNERS. TTP 002.06; INTRODUCTION TO STRUCTURAL ANALYSIS. TEACHER CORPS BILINGUAL PROJECT.

PERSONAL AUTHOR: CILLIZZA, JOSEPH; DEVINE, JOHN M.

DESCRIPTOR: *BILINGUAL EDUCATION; ELEMENTARY SCHOOL STUDENTS; LEARNING ACTIVITIES; *READING INSTRUCTION; *SPANISH SPEAKING; *STRUCTURAL ANALYSIS; TEACHER DEVELOPED MATERIALS; *TEACHER EDUCATION

IDENTIFIER: *LEARNING MODULES

DESCRIPTIVE NOTE: 15P.; FOR RELATED DOCUMENTS, SEE ED 095 128-143, ED 103 369-381, ED 106 237-254; TEXT PRINTED ON YELLOW PAPER AND MAY NOT REPRODUCE SHARPLY

THE INTENT OF THIS TEACHING MODULE IS TO PRESENT STRUCTURAL WORD ANALYSIS INFORMATION TO PARTICIPANTS SO THEY CAN BE EFFECTIVE TEACHERS OF READING. THE MODULE ATTEMPTS TO PREPARE PARTICIPANTS TO DEVELOP AND UTILIZE TEACHER-PREPARED MATERIALS DEALING WITH STRUCTURAL ANALYSIS. UPON COMPLETION OF THIS MODULE, PARTICIPANTS SHOULD BE ABLE TO (A) SYLLABICATE A GIVEN LIST OF WORDS, (B) PROPERLY ACCENT A GIVEN LIST OF WORDS, (C) IDENTIFY THE PREFIXES AND SUFFIXES IN A GIVEN LIST OF WORDS, (D) STATE AND APPLY A SYLLABIC GENERALIZATION, AND (E) STATE AND APPLY AN ACCENT GENERALIZATION. PARTICIPANTS COMPLETE A PREASSESSMENT TEST, CHOOSE TASKS FROM A LIST OF ALTERNATIVES, AND CONCLUDE THE MODULE WITH A POSTASSESSMENT TEST. (PB)

ACCESSION NUMBER: ED106244

TITLE: MODULAR SEQUENCE: TEACHING READING TO BILINGUAL LEARNERS. TTP 002.07; DEVELOPING AND EXTENDING AN ENGLISH READING VOCABULARY (K-6). TEACHER CORPS BILINGUAL PROJECT.

PERSONAL AUTHOR: CILLIZZA, JOSEPH; DEVINE, JOHN M.

DESCRIPTOR: *BILINGUAL EDUCATION; ELEMENTARY SCHOOL STUDENTS; LEARNING ACTIVITIES; *READING COMPREHENSION; READING INSTRUCTION; *SPANISH SPEAKING; *TEACHER EDUCATION; *VOCABULARY DEVELOPMENT

IDENTIFIER: *LEARNING MODULES

DESCRIPTIVE NOTE: 11P.; FOR A RELATED DOCUMENTS, SEE ED 095 128-143, ED 103 369-381, ED 106 237-254; TEXT PRINTED ON YELLOW PAPER AND MAY NOT REPRODUCE SHARPLY

THIS TEACHING MODULE CONCERNS VOCABULARY AS IT RELATES TO READING COMPREHENSION. DEVELOPMENT OF AN EXTENSIVE AND ACCURATE READING VOCABULARY IS DEEMED ESSENTIAL FOR GOOD COMPREHENSION. WHILE MOST CHILDREN HAVE LITTLE TROUBLE WITH CONCEPTS AND VOCABULARY NECESSARY FOR BEGINNING READING (UNLESS THEY SPEAK A LANGUAGE WHICH IS NOT OF THE DOMINANT CULTURE), THEY MAY HAVE TROUBLE WITH MEANING, STARTING AT ABOUT THE THIRD GRADE. UPON COMPLETION OF THE TEACHING MODULE, PARTICIPANTS SHOULD BE ABLE TO DEVELOP AT LEAST FIVE METHODS OR FORMATS FOR TEACHING A VOCABULARY LIST OF 20 WORDS. PARTICIPANTS COMPLETE A PREASSESSMENT TEST, CHOOSE TASKS FROM A LIST OF ALTERNATIVES, AND CONCLUDE THE MODULE WITH A POSTASSESSMENT TEST. (PB)

ACCESSION NUMBER: ED106245

TITLE: MODULAR SEQUENCE: TEACHING READING TO BILINGUAL LEARNERS. TTP 002.08; DEVELOPING COMPREHENSION AND CRITICAL THINKING SKILLS (K-6). TEACHER CORPS BILINGUAL PROJECT.

PERSONAL AUTHOR: CILLIZZA, JOSEPH; DEVINE, JOHN M.

DESCRIPTOR: *BILINGUAL EDUCATION; *COMPREHENSION DEVELOPMENT; *CRITICAL THINKING; ELEMENTARY SCHOOL STUDENTS; LEARNING ACTIVITIES; *SPANISH SPEAKING; *TEACHER EDUCATION

IDENTIFIER: *LEARNING MODULES

DESCRIPTIVE NOTE: 16P.; FOR RELATED DOCUMENTS, SEE ED 095 128-143, ED 103 369-381, ED 106 237-254; TEXT PRINTED ON YELLOW PAPER AND MAY NOT REPRODUCE SHARPLY

THE PURPOSE OF THIS TEACHING MODULE IS TO ENABLE PARTICIPANTS TO DEMONSTRATE AND APPLY THEIR KNOWLEDGE OF COMPREHENSION AND CRITICAL THINKING SKILLS, USING THE WATSON-GLASER TEST OF CRITICAL THINKING ABILITY. CRITICAL THINKING IS DEFINED AS AN ATTITUDE OF THOUGHTFUL CONSIDERATION OF THE PROBLEMS AND SUBJECTS THAT COME WITHIN ONE'S EXPERIENCE, KNOWLEDGE OF THE METHODS OF LOGICAL INQUIRY AND REASONING USED TO DEAL WITH SUCH PROBLEMS AND SUBJECTS, AND SKILL IN APPLYING SUCH METHODS. SKILL IN MAKING EVALUATIVE AND CRITICAL DECISIONS BECOMES ESPECIALLY IMPORTANT BECAUSE OF MASS MEDIA INFLUENCE ON PUBLIC OPINION. PARTICIPANTS TAKE THE WATSON-GLASER TEST AS A PREASSESSMENT, CHOOSE ACTIVITIES FROM A LIST OF ALTERNATIVES, AND RETAKE THE TEST AS A POSTASSESSMENT. (PB)

ACCESSION NUMBER: ED106246

TITLE: MODULAR SEQUENCE: TEACHING READING TO BILINGUAL LEARNERS. TTP 002.09; SURVEY AND EXAMINATION OF METHODS AND MATERIALS FOR THE TEACHING OF READING IN ENGLISH. TEACHER CORPS BILINGUAL PROJECT.

PERSONAL AUTHOR: CILLIZZA, JOSEPH; DEVINE, JOHN M.

DESCRIPTOR: *BILINGUAL EDUCATION; ELEMENTARY SCHOOL STUDENTS; LEARNING ACTIVITIES; READING INSTRUCTION; READING MATERIALS; *SPANISH SPEAKING; *TEACHER EDUCATION; *TEACHING METHODS

IDENTIFIER: *LEARNING MODULES

DESCRIPTIVE NOTE: 12P.; FOR RELATED DOCUMENTS, SEE ED 095 128-143, ED 103 369-381, ED 106 237-254; TEXT PRINTED ON YELLOW PAPER AND MAY NOT REPRODUCE SHARPLY

THE PURPOSE OF THIS TEACHING MODULE IS TO EXAMINE MATERIALS AND METHODS IN THE AREA OF READING INSTRUCTION. UPON COMPLETION OF THE MODULE, PARTICIPANTS SHOULD BE ABLE TO (A) EXPLAIN AND GIVE AN EXAMPLE OF A PUBLISHED PROGRAM FOR SEVEN APPROACHES TO BEGINNING READING, (B) EVALUATE FOUR PUBLISHED READING PROGRAMS, AND (C) STATE WHICH APPROACH THEY FEEL WOULD BE MOST SUCCESSFUL WITH BILINGUAL STUDENTS AND WHY. PARTICIPANTS COMPLETE A PREASSESSMENT TEST, CHOOSE TASKS FROM A LIST OF ALTERNATIVES, AND CONCLUDE THE MODULE WITH A POSTASSESSMENT TEST. (PB)

ACCESSION NUMBER: ED106247

TITLE: MODULAR SEQUENCE: TEACHING READING TO BILINGUAL LEARNERS. TTP 002.10; DEVELOPING READING STUDY SKILL IN GRADE K-6. TEACHER CORPS BILINGUAL PROJECT.

PERSONAL AUTHOR: CILLIZZA, JOSEPH; DEVINE, JOHN M.

DESCRIPTOR: *BILINGUAL EDUCATION; ELEMENTARY EDUCATION; ELEMENTARY SCHOOL STUDENTS; LEARNING ACTIVITIES; READING INSTRUCTION; *READING SKILLS; *SPANISH SPEAKING; *STUDY SKILLS; *TEACHER EDUCATION

IDENTIFIER: *LEARNING MODULES

DESCRIPTIVE NOTE: 11P.; FOR RELATED DOCUMENTS, SEE ED 095 128-143, ED 103 369-381, ED 106 237-254; TEXT PRINTED ON YELLOW PAPER AND MAY NOT REPRODUCE SHARPLY

THIS TEACHING MODULE CONCERNS ACQUISITION OF READING-STUDY (I.E., WORK-TYPE READING) SKILLS IN GRADES K-6. SUCH SKILLS INCLUDE LOCATING INFORMATION, EVALUATING MATERIAL, ORGANIZING AND SUMMARIZING DATA, RETURNING ESSENTIALS OF WHAT IS READ, AND FLEXIBILITY (ADJUSTING RATE TO PURPOSE). UPON COMPLETION OF THIS MODULE, PARTICIPANTS SHOULD BE ABLE TO (A) SUCCESSFULLY ANSWER THE QUESTIONS WHICH FOLLOW A SELECTED ARTICLE IN ORDER TO DEMONSTRATE THEIR APPLICATION OF STUDY SKILLS, AND (B) SUCCESSFULLY IDENTIFY STUDY SKILLS NECESSARY FOR COMPLETING THE ABOVE ACTIVITY. PARTICIPANTS COMPLETE A PREASSESSMENT TEST, CHOOSE TASKS FROM A LIST OF ALTERNATIVES, AND CONCLUDE THE MODULE WITH A POSTASSESSMENT TEST. (PB)

ACCESSION NUMBER: ED106248

TITLE: MODULAR SEQUENCE: TEACHING READING TO BILINGUAL LEARNERS. TTP 002.11; THE INFORMAL READING INVENTORY. TEACHER CORPS BILINGUAL PROJECT.

PERSONAL AUTHOR: CILLIZZA, JOSEPH; DEVINE, JOHN M.

DESCRIPTOR: *BILINGUAL EDUCATION; ELEMENTARY SCHOOL STUDENTS; LEARNING ACTIVITIES; *READING ABILITY; *READING INSTRUCTION; READING LEVEL; *SPANISH SPEAKING; *TEACHER EDUCATION

IDENTIFIER: *INDIVIDUAL READING INVENTORY; LEARNING MODULES

DESCRIPTIVE NOTE: 12P.; FOR RELATED DOCUMENTS, SEE ED 095 128-143, ED 103 369-381, ED 106 237-254; TEXT PRINTED ON YELLOW PAPER AND MAY NOT REPRODUCE SHARPLY

THE INTRODUCTION OF THIS TEACHING MODULE STATES THAT SUCCESSFUL CONSTRUCTION AND IMPLEMENTATION OF A READING CURRICULUM WHICH MEETS AND SATISFIES THE GROWTH POTENTIAL OF INDIVIDUAL STUDENTS DEPENDS ON THE TEACHER'S ABILITY TO ASSESS INDIVIDUAL NEEDS. THE INDIVIDUAL READING INVENTORY (IRI) PROVIDES A DIAGNOSTIC FRAMEWORK FOR INTEGRATING AND SYNTHESIZING PREVIOUS MODULES INTO COHESIVE READING PROGRAMS. THE PURPOSE OF THIS MODULE IS TO ENABLE PARTICIPANTS TO (A) DEFINE THE FOUR READING LEVELS THAT THE IRI MEASURES; AND (B) ANALYZE THE READING BEHAVIOR OF STUDENTS BASED ON THE INFORMATIONAL YIELD OF AN IRI, AND DETERMINE AT WHAT LEVEL THE STUDENTS FUNCTION. PARTICIPANTS COMPLETE A PREASSESSMENT TEST, CHOOSE TASKS FROM A LIST OF ALTERNATIVES, AND CONCLUDE THE MODULE WITH A POSTASSESSMENT TEST. (PB)

ACCESSION NUMBER: ED106249

TITLE: MODULAR SEQUENCE: TEACHING READING TO BILINGUAL LEARNERS. TTP 002.12; DEVELOPING A CHILD-CENTERED CURRICULUM. TEACHER CORPS BILINGUAL PROJECT.

PERSONAL AUTHOR: CILLIZZA, JOSEPH; DEVINE, JOHN M.

DESCRIPTOR: *BILINGUAL EDUCATION; *CURRICULUM DEVELOPMENT; ELEMENTARY SCHOOL STUDENTS; LEARNING ACTIVITIES; *READING PROGRAMS; *SPANISH SPEAKING; STUDENT ROLE; TEACHER DEVELOPED MATERIALS; *TEACHER EDUCATION; TEACHER ROLE

IDENTIFIER: *LEARNING MODULES

DESCRIPTIVE NOTE: 10P.; FOR RELATED DOCUMENTS SEE, ED 095 128-143, ED 103 369-381, ED 106 237-254; TEXT PRINTED ON YELLOW PAPER AND MAY NOT REPRODUCE SHARPLY

THIS TEACHING MODULE IS DESIGNED TO PRESENT GUIDELINES FOR DEVELOPING A CHILD-CENTERED READING PROGRAM. PARTICIPANTS ARE SHOWN HOW TO UTILIZE THE INFORMATION DEVELOPED IN PREVIOUS MODULES IN THIS SEQUENCE IN ORDER TO STRUCTURE A COMPREHENSIVE, YET FREE AND OPEN, READING PROGRAM. EMPHASIS IS PLACED ON THE CHILD AS DECISION MAKER AND THE TEACHER AS STRUCTURER OF ALTERNATIVES. UPON COMPLETION OF THE MODULE, PARTICIPANTS SHOULD BE ABLE TO DEVELOP AN ACCEPTABLE OUTLINE FOR A HYPOTHETICAL READING PROGRAM WHICH INVOLVES SYNTHESIZING PREVIOUSLY DEVELOPED MODULE INFORMATION. PARTICIPANTS COMPLETE A PREASSESSMENT TEST, CHOOSE TASKS FROM A LIST OF ALTERNATIVES, AND CONCLUDE THE MODULE WITH A POSTASSESSMENT TEST. (PB)

ACCESSION NUMBER: ED106250

TITLE: MODULAR SEQUENCE: TEACHING READING TO BILINGUAL LEARNERS. TTP 002.13; TEACHING READING AFFECTIVELY/EFFECTIVELY IN A BILINGUAL PROGRAM. TEACHER CORPS BILINGUAL PROJECT.

PERSONAL AUTHOR: COLOMBANI, SERAFINA

DESCRIPTOR: *BILINGUAL EDUCATION; ELEMENTARY SCHOOL STUDENTS; LEARNING ACTIVITIES; *NONSTANDARD DIALECTS; *READING INSTRUCTION; *SPANISH SPEAKING; TEACHER ATTITUDES; *TEACHER EDUCATION

IDENTIFIER: *LEARNING MODULES

DESCRIPTIVE NOTE: 13P.; FOR RELATED DOCUMENTS, SEE ED 095 128-143, ED 103 369-381, ED 106 237-254; TEXT PRINTED ON YELLOW PAPER AND MAY NOT REPRODUCE SHARPLY

THE INTRODUCTION TO THIS TEACHING MODULE STATES THAT MOUNTING RESEARCH EVIDENCE SUPPORTS THE LINGUISTIC AND ACADEMIC BENEFITS OF EARLY INSTRUCTION THROUGH THE VERNACULAR, BASED ON THE PREMISE THAT NON-ENGLISH SPEAKING STUDENTS WHO LEARN TO READ IN THE VERNACULAR (AND ACCELERATE THEIR CONCEPTUAL DEVELOPMENT IN THEIR MOTHER TONGUE AS THEY LEARN ENGLISH) WILL NOT BECOME ACADEMICALLY RETARDED; THEY WILL IN FACT LEARN ENGLISH MORE EFFICIENTLY AND THEIR FEELING OF "BELONGING" TO THE MAJORITY CULTURE MIGHT BE ESTABLISHED. THE PURPOSE OF THIS MODULE IS TO ENABLE PARTICIPANTS TO DO THE FOLLOWING: (A) IDENTIFY THEIR FEELINGS ABOUT NONSTANDARD DIALECTS AND DISCUSS HOW TEACHER ATTITUDES AFFECT TEACHING IN THE VERNACULAR; (B) DEFINE AN ENGLISH AS A SECOND LANGUAGE (ESL) APPROACH, A TRANSITIONAL BILINGUAL APPROACH, AND A BALANCED BILINGUAL/BICULTURAL APPROACH; AND (C) WRITE A VERNACULAR READING LESSON INCLUDING AN AFFECTIVE, A COGNITIVE, AND A PSYCHOMOTOR OBJECTIVE. PARTICIPANTS COMPLETE A PREASSESSMENT TEST, CHOOSE TASKS FROM A LIST OF INSTRUCTIONAL ALTERNATIVES, AND CONCLUDE THE MODULE WITH A POSTASSESSMENT TEST. (PB)

ACCESSION NUMBER: ED106251

TITLE: MODULAR SEQUENCE: TEACHING READING TO BILINGUAL LEARNERS. TTP 002.14; METHODS FOR TEACHING READING IN SPANISH. TEACHER CORPS BILINGUAL PROJECT.

PERSONAL AUTHOR: RODRIGUEZ, NORMA

DESCRIPTOR: *BILINGUAL EDUCATION; ELEMENTARY SCHOOL STUDENTS; LEARNING ACTIVITIES; *READING INSTRUCTION; *READING MATERIALS; *SPANISH SPEAKING; *TEACHER EDUCATION

IDENTIFIER: *LEARNING MODULES

DESCRIPTIVE NOTE: 35P.; FOR RELATED DOCUMENTS, SEE ED 095 128-143, ED 103 369-381, ED 106 237-254; TEXT PRINTED ON YELLOW PAPER AND MAY NOT REPRODUCE SHARPLY

THIS TEACHING MODULE IS THE FIRST IN A CLUSTER WHICH WILL FAMILIARIZE PARTICIPANTS WITH THE MOST COMMON METHODS AND MATERIALS USED IN TEACHING READING IN SPANISH. UPON COMPLETION OF THIS MODULE, PARTICIPANTS SHOULD BE ABLE TO (A) DESCRIBE AT LEAST TWO METHODS OF TEACHING READING IN SPANISH, (B) APPLY THE CORRESPONDING TECHNIQUES OF EACH OF THE ABOVE TO A TEACHING-LEARNING SITUATION, (C) IDENTIFY THE ADVANTAGES AND DISADVANTAGES OF TWO OTHER METHODS THAT MAY BE USED IN TEACHING READING IN SPANISH, AND (D) TEACH A READING LESSON. PARTICIPANTS COMPLETE A PREASSESSMENT TEST, CHOOSE TASKS FROM A LIST OF INSTRUCTIONAL ACTIVITIES, AND CONCLUDE THE MODULE WITH A POSTASSESSMENT TEST. APPENDIXES INCLUDE AN OUTLINE FOR A DAILY LESSON PLAN, AND ARTICLES ENTITLED "THE TEACHING OF READING IN SPANISH," AND "ON THE TEACHING OF READING IN SPANISH FOR THE FOLLOW-THROUGH PROGRAM." (PB)

ACCESSION NUMBER: ED106252

TITLE: MODULAR SEQUENCE: TEACHING READING TO BILINGUAL LEARNERS. TTP 002.15A; MATERIALS FOR TEACHING READING IN SPANISH. TEACHER CORPS BILINGUAL PROJECT.

PERSONAL AUTHOR: RODRIGUEZ, NORMA

DESCRIPTOR: *BILINGUAL EDUCATION; ELEMENTARY SCHOOL STUDENTS; GUIDELINES; LEARNING ACTIVITIES; *READING MATERIAL SELECTION; *SPANISH SPEAKING; TEACHER DEVELOPED MATERIALS; *TEACHER EDUCATION

IDENTIFIER: *LEARNING MODULES

DESCRIPTIVE NOTE: 13P.; FOR RELATED DOCUMENTS, SEE ED 095 128-143, ED 103 369-381, ED 106 237-254; TEXT PRINTED ON YELLOW PAPER AND MAY NOT REPRODUCE SHARPLY

THIS MODULE PROVIDES EVALUATION GUIDELINES FOR CHOOSING READING MATERIALS, AND PRACTICAL TRAINING IN DESIGNING MATERIALS FOR TEACHING READING IN SPANISH. UPON COMPLETION OF THE MODULE, PARTICIPANTS SHOULD BE ABLE TO (A) LIST 10 CRITERIA THAT ARE USED TO EVALUATE BOOKS AND MATERIALS IN THE TEACHING OF READING IN SPANISH, AND BE ABLE TO USE THEM IN EVALUATING BOOKS AND MATERIALS; (B) IDENTIFY FIVE READING MATERIALS APPROPRIATE TO THE GRADE LEVEL PARTICIPANTS ARE TEACHING OR PLAN TO TEACH; (C) DEVELOP AT LEAST ONE READING MATERIAL AND ONE DEVICE TO TEACH READING; AND (D) SELECT ONE READING SERIES OR MATERIAL TO BE USED WITH THE FIRST PART OF THIS MODULE CLUSTER. PARTICIPANTS COMPLETE A PREASSESSMENT TEST, CHOOSE TASKS FROM A LIST OF INSTRUCTIONAL ACTIVITIES, AND CONCLUDE THE MODULE WITH A POSTASSESSMENT TEST. (AN APPENDIX ENTITLED "PREPARACION DE CARTELONES" IS INCLUDED.) (PB)

ACCESSION NUMBER: ED106253

TITLE: MODULAR SEQUENCE: TEACHING READING TO BILINGUAL LEARNERS. TTP 002.15B; AN ANNOTATED BIBLIOGRAPHY OF READING MATERIALS FOR SPANISH-SPEAKING STUDENTS. TEACHER CORPS BILINGUAL PROJECT.

PERSONAL AUTHOR: RODRIGUEZ, NORMA, COMP.

DESCRIPTOR: *ANNOTATED BIBLIOGRAPHIES; *BILINGUAL EDUCATION; *ELEMENTARY SECONDARY EDUCATION; *READING MATERIALS; *SPANISH SPEAKING; *TEACHER EDUCATION

DESCRIPTIVE NOTE: 110P.; FOR RELATED DOCUMENTS, SEE ED 095 128-143, ED 103 369-381, ED 106 237-254; TEXT PRINTED ON YELLOW PAPER AND MAY NOT REPRODUCE SHARPLY

THE MAJORITY OF THE MATERIAL CITED IN THIS ANNOTATED BIBLIOGRAPHY IS IN SPANISH ALTHOUGH BILINGUAL AND ENGLISH MATERIALS ARE ALSO INCLUDED. EACH ANNOTATION IS PRESENTED BOTH IN ENGLISH AND IN SPANISH. THE BIBLIOGRAPHY IS PART OF A MODULAR SEQUENCE FOR TEACHING READING TO BILINGUAL LEARNERS. THE BIBLIOGRAPHY COVERS THE FOLLOWING AREAS: (A) GENERAL TEXTS AND CHILDREN'S BOOKS, (B) BOOKS FOR TEACHERS: LANGUAGE ARTS, (C) SOCIAL STUDIES, (D) SCIENCE BOOKS, (E) ART BOOKS, (F) MUSIC BOOKS, (G) FILMSTRIPS, AND (H) OTHER AUDIO-VISUAL MATERIAL. (PB)

ACCESSION NUMBER: ED106254

TITLE: MODULAR SEQUENCE: TEACHING READING TO BILINGUAL LEARNERS. TTP 002.16; READING FOR ENGLISH AS A SECOND LANGUAGE. TEACHER CORPS BILINGUAL PROJECT.

PERSONAL AUTHOR: MELNICK, SUSAN L.

DESCRIPTOR: *BILINGUAL EDUCATION; ELEMENTARY SCHOOL STUDENTS; LEARNING ACTIVITIES; *READING INSTRUCTION; *SPANISH SPEAKING; *TEACHER EDUCATION

IDENTIFIER: *LEARNING MODULES

DESCRIPTIVE NOTE: 13P.; FOR RELATED DOCUMENTS, SEE ED 095 128-143, ED 103 369-381, ED 106 237-254; TEXT YELLOW PAPER AND MAY NOT REPRODUCE SHARPLY

THIS TRAINING MODULE PROVIDES PARTICIPANTS WITH A THEORETICAL OVERVIEW OF BOTH PROCESS AND SKILLS OF SECOND-LANGUAGE READING, AS WELL AS PRACTICAL CLASSROOM APPLICATIONS. UPON COMPLETION OF THE MODULE, PARTICIPANTS SHOULD BE ABLE TO (A) DIFFERENTIATE BETWEEN THREE CATEGORIES OF SECOND-LANGUAGE READERS, (B) EXPLAIN DEVELOPMENTAL READING STAGES, (C) DESIGN A TEACHING ACTIVITY TO COMBAT NATIVE-LANGUAGE INTERFERENCE, (D) DESIGN A TEACHING ACTIVITY FOR A SPECIFIC GROUP OF PUERTO RICAN SPANISH-SPEAKERS BASED ON ONE OR MORE OF SIX SPECIFIC APPROACHES TO READING INSTRUCTION, AND (E) DESIGN A TEACHING ACTIVITY FOR ADVANCED-LEVEL READING. PARTICIPANTS COMPLETE A PREASSESSMENT TEST, CHOOSE TASKS FROM A LIST OF ALTERNATIVES, AND CONCLUDE THE MODULE WITH A POSTASSESSMENT TEST. (PB)

ACCESSION NUMBER: ED106374

PUBLICATION DATE: 74

TITLE: BILINGUAL/BICULTURAL EDUCATION PROGRAM EVALUATION REPORT 1973-1974, WITH A FIVE-YEAR SUMMARY.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *BICULTURALISM; *BILINGUAL EDUCATION; BILINGUAL SCHOOLS; BILINGUAL STUDENTS; CULTURAL AWARENESS; CULTURAL EDUCATION; ELEMENTARY SECONDARY EDUCATION; ENGLISH (SECOND LANGUAGE); PROGRAM DEVELOPMENT; *PROGRAM EVALUATION; PROGRAMS; SELF ESTEEM; SPANISH AMERICANS; SPANISH CULTURE; *SPANISH SPEAKING; STUDENT NEEDS; *TESTING

IDENTIFIER: BILINGUAL EDUCATION ACT; ESEA TITLE VII; *MILWAUKEE PUBLIC SCHOOLS

DESCRIPTIVE NOTE: 264P.; PHOTOGRAPHS WILL NOT REPRODUCE

IN ORDER TO MEET THE NEEDS OF AN INCREASING POPULATION OF SPANISH-SPEAKING PUPILS WHO, BECAUSE OF THEIR LANGUAGE HANDICAP, HAD A DIFFICULT TIME IN SCHOOL, THE MILWAUKEE BILINGUAL EDUCATION PROGRAM WAS DEVELOPED. IT PROVIDED A SYSTEMATIC BILINGUAL PROGRAM FOR SPANISH-BACKGROUND PUPILS WHO LACKED EXPERIENTIAL BACKGROUND AND WHO NEEDED SPECIAL ATTENTION WITH BASIC CONTENT AT THE SAME TIME THEY WERE DEVELOPING LANGUAGE SKILLS IN ENGLISH AND SPANISH. IN THE PROGRAM, ALL SUBJECTS WERE TAUGHT IN BOTH ENGLISH AND SPANISH TO ENABLE THE PUPIL TO LEARN SUBJECT MATTER IN THE COMFORT OF HIS DOMINANT LANGUAGE. TEACHERS WERE BILINGUAL AND OF LATIN HERITAGE. PUPILS WHO STARTED THE PROGRAM IN KINDERGARTEN OR FIRST GRADE WERE EXPECTED TO BE AT LEAST AVERAGE FOR THEIR GRADE LEVEL. AT THE SECONDARY LEVEL, BILINGUAL READING AND SOCIAL STUDIES COURSES WERE DEVELOPED AND BILINGUAL STUDENTS' ADVISORS AND COUNSELORS ASSISTED WITH EDUCATION AND PERSONAL PROBLEMS. BICULTURALISM WAS A TWIN GOAL WITH BILINGUALISM. SPANISH-AMERICAN CULTURE WAS EMPHASIZED TO REPLACE NEGATIVE SELF-IMAGE WITH ETHNIC PRIDE. (AUTHOR/BJG)

ACCESSION NUMBER: ED106430

PUBLICATION DATE: MAR 75

TITLE: A MODEL IN-SERVICE PROGRAM FOR TRAINING MAINSTREAM TEACHERS OF SPANISH SPEAKING PUPILS.

PERSONAL AUTHOR: FORCELLINA, JAMES J.

DESCRIPTOR: *BILINGUAL EDUCATION; CULTURAL EDUCATION; FEDERAL AID; INSERVICE PROGRAMS; *INSERVICE TEACHER EDUCATION; INSTRUCTIONAL IMPROVEMENT; MODELS; PRACTICUMS; PROGRAM EVALUATION; *SECONDARY SCHOOL TEACHERS; *SPANISH SPEAKING; TEACHER EDUCATOR EDUCATION

IDENTIFIER: CONNECTICUT; EMERGENCY SCHOOL AID ACT TITLE VII; ESAA TITLE VII; NORWALK

DESCRIPTIVE NOTE: 153P.; ED.D. DISSERTATION, NOVA UNIVERSITY, FORT LAUDERDALE, FLORIDA

THE PURPOSE OF THIS PRACTICUM WAS TO DEVELOP A MODEL IN-SERVICE PROGRAM FOR TRAINING MAINSTREAM TEACHERS OF SPANISH SPEAKING PUPILS. AS THE SPANISH SPEAKING POPULATION OF THE NORWALK, CONNECTICUT COMMUNITY HAS GROWN OVER THE PAST DECADE, THE SCHOOL PROBLEM OF DEALING WITH THE NON-NATIVE ENGLISH SPEAKER WAS IDENTIFIED. THROUGH THE INITIAL FINANCIAL FACILITIES OF AN EMERGENCY SCHOOL AID ACT (ESAA) GRANT, A MODEL INSERVICE TRAINING PROGRAM FOR MAINSTREAM TEACHERS OF SPANISH SPEAKING PUPILS WAS DEVELOPED, CONDUCTED, AND EVALUATED. THIS MODEL WAS DEVELOPED SPECIFICALLY FOR SECONDARY SCHOOL MAINSTREAM TEACHERS (GRADE SIX THROUGH TWELVE) WHO MUST COPE DAILY WITH THE SPANISH SPEAKING PUPILS. IN ADDITION, THROUGH A LIAISON BETWEEN THE SECONDARY AND ELEMENTARY LEVELS, THE APPLICABILITY OF THE MODEL, WITH SOME MODIFICATIONS, WAS EVIDENT AT THE ELEMENTARY LEVEL. THE PROGRAM, THROUGH THE CAREFUL SELECTION OF ADMINISTRATIVE, GUIDANCE, AND TEACHING PERSONNEL, PROVIDED A DE FACTO INSERTION OF THE MODEL INTO THE SEVEN SECONDARY SCHOOLS OF THE CITY. AN ASSESSMENT OF THE TOTAL PRACTICUM INDICATED THAT THE IN-SERVICE PARTICIPANTS DID BECOME A CADRE OF TEACHER TRAINERS WITHIN THEIR OWN BUILDERS, THUS EFFECTING AN INSTRUCTIONAL IMPROVEMENT WITHIN THE TOTAL SECONDARY SCHOOL SYSTEM. (AUTHOR/JM)

ACCESSION NUMBER: ED107134

PUBLICATION DATE: 1 APR 75

TITLE: THE ACQUISITION OF THE CONCEPT OF GRAMMATICAL GENDER IN MONOLINGUAL AND BILINGUAL SPEAKERS OF SPANISH.

PERSONAL AUTHOR: SADEK, CARMEN SANCHEZ; AND OTHERS

DESCRIPTOR: ADJECTIVES; *BILINGUALISM; CHILD LANGUAGE; *CONCEPT FORMATION; DETERMINERS (LANGUAGES); GRAMMAR; *LANGUAGE DEVELOPMENT; LANGUAGE PATTERNS; LANGUAGE RESEARCH; MONOLINGUALISM; MORPHOLOGY (LANGUAGES); NATIVE SPEAKERS; NOMINALS; *PSYCHOLINGUISTICS; SPANISH; *SPANISH SPEAKING

IDENTIFIER: *GRAMMATICAL GENDER

DESCRIPTIVE NOTE: 21P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (WASHINGTON, D.C., APRIL 1975)

BULL (1965) HAS PROPOSED THAT GRAMMATICAL GENDER IN SPANISH IS NOT AN INTRINSIC CHARACTERISTIC OF NOUNS BUT RATHER A MATTER OF MATCHING TERMINAL SOUNDS OF NOUNS WITH THOSE OF ADJECTIVES AND DETERMINERS. ONE IMPLICATION OF THIS THEORY IS THAT THE CHILD HAS A COGNITIVE UNDERSTANDING OF THE MATCHING OF TERMINAL NOUN SOUNDS WITH PARTICULAR ADJECTIVE AND DETERMINER FORMS. THIS PAPER SEEKS TO ASCERTAIN WHETHER SUCH AN UNDERSTANDING OF SPANISH RULES IS REACHED BY CHILDREN AND AT WHAT AGE LEVEL. A TEST WAS ADMINISTERED TO 315 SPANISH-SURNAMED CHILDREN IN PREKINDERGARTEN THROUGH GRADE 3, DIVIDED INTO ENGLISH MONOLINGUAL, SPANISH MONOLINGUAL, AND DOMINANT SPANISH/ENGLISH BILINGUAL GROUPS. THE TASK WAS TO ASSIGN ADJECTIVES AND DETERMINERS TO NONSENSE WORDS. RESULTS SUPPORT THE FIRST HYPOTHESIS, THAT BOTH BILINGUALS AND SPANISH MONOLINGUALS WOULD MATCH THE SPANISH NONSENSE WORD TO AN APPROPRIATE ADJECTIVE OR DETERMINER. THE SECOND HYPOTHESIS, THAT MONOLINGUALS WILL MASTER THIS RULE BEFORE BILINGUALS, ALSO SEEMS TO BE SUPPORTED, BUT ONLY AT THE PREKINDERGARTEN STAGE. THE THIRD HYPOTHESIS TESTED, THAT THE RESPONSE PATTERN IS NOT AFFECTED BY THE TYPE OF STIMULUS PRESENTED, IS ALSO SUPPORTED, INDICATING THAT THE METHODOLOGY USED IS A VIABLE ONE. (AM)

ACCESSION NUMBER: ED107150

PUBLICATION DATE: 75

TITLE: CONTEMPORARY PUERTO RICAN, CUBAN-IN-EXILE, AND MEXICAN-AMERICAN LITERATURE IN A PLURALISTIC SOCIETY.

PERSONAL AUTHOR: CLARKE, GERARD R.

DESCRIPTOR: ACCULTURATION; BICULTURALISM; BILINGUALISM; CUBANS; CULTURAL DIFFERENCES; *CULTURAL PLURALISM; CULTURE CONTACT; DRAMA; ETHNIC GROUPS; *LITERARY ANALYSIS; LITERARY GENRES; MEXICAN AMERICANS; *MINORITY GROUPS; POETRY; PROSE; PUERTO RICAN CULTURE; *SPANISH AMERICAN LITERATURE; *SPANISH SPEAKING

DESCRIPTIVE NOTE: 8P.; PAPER PRESENTED AT THE FALL CONFERENCE OF THE PSMLA (1973)

THE PURPOSE OF THIS PAPER IS TO EXPLORE THE ATTITUDES OF THE SPANISH-SPEAKING PEOPLE LIVING IN THE UNITED STATES AS EXPRESSED IN THEIR PROSE, POETRY, AND DRAMA. THE SCOPE OF THE PAPER INCLUDES THE LITERATURE OF PUERTO RICANS, CUBANS, AND MEXICAN AMERICANS IN THE UNITED STATES WRITTEN BETWEEN 1960 AND 1973. THE LITERATURE IS SURVEYED TO UNCOVER THEMES OF THE DEMAND FOR SOCIAL JUSTICE, CULTURAL ALIENATION, LONELINESS IN EXILE, AND DISILLUSIONMENT WITH THE AMERICAN DREAM. BUT ON THE POSITIVE SIDE A HARMONIOUS BILINGUAL/BICULTURAL SPIRIT IS SEEN AS EMERGING. (AUTHOR/AM)

JOURNAL CITATION: BULLETIN (PENNSYLVANIA STATE MODERN LANGUAGE ASSOCIATION); V53 N2 P7-12 SPRING 1975

ACCESSION NUMBER: ED107156

PUBLICATION DATE: 2 MAR 75

TITLE: THE BILINGUAL'S TWO LANGUAGES: DUPLICATION OR COMPARTMENTALIZATION.

PERSONAL AUTHOR: JACOBSON, RODOLFO

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION; *BILINGUALISM; BILINGUAL TEACHERS; *EDUCATIONAL ALTERNATIVES; EDUCATIONAL INNOVATION; EDUCATIONAL POLICY; LANGUAGE PLANNING; *LANGUAGE PROGRAMS; SECOND LANGUAGES; SPANISH; *SPANISH SPEAKING; TEACHING METHODS

DESCRIPTIVE NOTE: 29P.

THIS PAPER DESCRIBES THE POSITIONS TAKEN BY CULTURALISTS AND BY LANGUAGE SOCIOLOGISTS WITH REGARD TO BILINGUALISM, AND DISCUSSES THE IMPLICATIONS OF THEIR POSITIONS FOR BILINGUAL EDUCATION. THE FORMER EMPHASIZES DUPLICATION OF THE TWO LANGUAGES, THE LATTER THEIR COMPARTMENTALIZATION. THE FIRST POSITION MAY NOT JUSTIFY A CAREFULLY PLANNED BILINGUAL PROGRAM; THE SECOND MAY PROVE TOO RIGID FOR A FLUID SOCIETY. A CONCILIATORY SOLUTION IS SUGGESTED WHICH MAKES EXTENSIVE USE OF SKILLFUL CODE-SWITCHING, AND WHICH AVOIDS COMPARTMENTALIZATION AND REDUNDANCY WHILE IN ESSENCE BEING A FULL BILINGUAL PROGRAM. AN INNOVATIVE PROGRAM AT THE UNIVERSITY OF TEXAS AS SAN ANTONIO IS CITED AS AN EXAMPLE OF SUCH A BILINGUAL BICULTURAL PROGRAM. (AUTHOR/AM)

ACCESSION NUMBER: ED107291

PUBLICATION DATE: SEP 74

TITLE: AN EVALUATION OF THE EL CENTRO DE LA CAUSA LIBRARY AND INFORMATION CENTER: AUGUST 1973 THROUGH JULY 1974. FINAL REPORT.

PERSONAL AUTHOR: MICHAEL, MARY ELLEN; ENCARNACION, LETICIA

DESCRIPTOR: COMMUNITY ATTITUDES; COMMUNITY SURVEYS; EVALUATION; EVALUATION METHODS; *INFORMATION CENTERS; INFORMATION SEEKING; LIBRARIES; LIBRARY SERVICES; LIBRARY SURVEYS; MEXICAN AMERICANS; OUTREACH PROGRAMS; *PUBLIC LIBRARIES; *SPANISH SPEAKING; *USE STUDIES

IDENTIFIER: *CHICAGO PUBLIC LIBRARY; EL CENTRO DE LA CAUSA; TELEPHONE SURVEYS

DESCRIPTIVE NOTE: 89P.

AN EVALUATION OF CHICAGO'S EL CENTRO DE LA CAUSA LIBRARY AND INFORMATION CENTER WAS UNDERTAKEN BY THE UNIVERSITY OF ILLINOIS LIBRARY RESEARCH CENTER IN 1974. EVALUATION METHODS INCLUDED: (1) A SURVEY OF USER AND NONUSER CHARACTERISTICS AND ATTITUDES CONCERNING LIBRARY SERVICES; (2) A SURVEY OF THE NEEDS AND INFORMATION-SEEKING BEHAVIOR OF PEOPLE WHO VISITED THE LIBRARY; AND (3) AN ANALYSIS OF THE RESOURCES OF THE LIBRARY, SERVICES OFFERED BY LIBRARY PERSONNEL, AND IN-HOUSE USER OF MATERIALS, EQUIPMENT, AND FACILITIES BY CHILDREN AND ADULTS. RECOMMENDATIONS FOR IMPROVEMENT OF SERVICES TO THE COMMUNITY ARE INCLUDED IN THE REPORT TOGETHER WITH SAMPLE QUESTIONNAIRES AND DATA COLLECTION FORMS. (DGC)

ACCESSION NUMBER: ED107359

PUBLICATION DATE: AUG 73

TITLE: PATTERNS OF LIVING IN CALIFORNIA'S MIGRANT LABOR FAMILIES. RESEARCH MONOGRAPH NO. 12.

PERSONAL AUTHOR: HAWKES, GLENN R.; AND OTHERS

DESCRIPTOR: DISADVANTAGED GROUPS; *FAMILY CHARACTERISTICS; INCOME; INTERVIEWS; *MEXICAN AMERICANS; MIGRANT PROBLEMS; *MIGRANT WORKERS; PARENT CHILD RELATIONSHIP; PARTICIPANT CHARACTERISTICS; *POVERTY RESEARCH; *SOCIOCULTURAL PATTERNS; VALUES

DESCRIPTIVE NOTE: 33P.

THIS REPORT PRESENTS A STUDY OF THE LIVING PATTERNS OF CALIFORNIA'S MIGRANT LABOR FAMILIES, ONE PART OF A NATIONAL STUDY ON THE IDENTIFICATION OF LIFE PATTERNS AMONG RELATIVELY DISADVANTAGED FAMILIES. DATA WERE COLLECTED FROM 169 INTERVIEWS WITH HOMEMAKERS RANDOMLY SELECTED FROM 12 STATE-OWNED MIGRANT CAMPS IN CALIFORNIA. THE INTERVIEWS CONSISTED OF FIXED-ALTERNATIVE QUESTIONS IN THE FOLLOWING AREAS: (1) NEIGHBORING PRACTICES (SOCIAL INTERACTION); (2) INCOME INDEX; (3) STEADINESS OF INCOME; (4) KINSHIP ORIENTATION; (5) FAMILY ORIENTATION; (6) FAMILY COHESIVENESS; (7) PARENTAL PERMISSIVENESS; (8) MARITAL SATISFACTION; AND (9) VALUE ORIENTATIONS TO EDUCATION AND EMPLOYMENT. SOME GENERAL FINDINGS IN EACH OF THESE AREAS ARE EXAMINED. (ED)

ACCESSION NUMBER: ED107391

PUBLICATION DATE: JUN 75

TITLE: THE CHICANO AND THE MEANING OF MEXICO.

PERSONAL AUTHOR: KELLY, PHILIP L.

DESCRIPTOR: ATTITUDES; CULTURAL BACKGROUND; CULTURAL DIFFERENCES; CULTURE CONFLICT; *FOREIGN RELATIONS; FOREIGN WORKERS; GOVERNMENT ROLE; *INTERGROUP RELATIONS; *MEXICAN AMERICANS; MEXICANS; POLITICAL ATTITUDES; *SOCIAL PROBLEMS; *SOCIOECONOMIC INFLUENCES

IDENTIFIER: *CHICANOS; MEXICO

DESCRIPTIVE NOTE: 43P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE ROCKY MOUNTAIN COUNCIL FOR LATIN AMERICAN STUDIES (GLENDALE, ARIZONA, 1975)

TWO ESSENTIAL GOALS OF THE CHICANO ARE: (1) ACHIEVING CULTURAL PLURALISM AND (2) EQUAL OPPORTUNITY. SUCCESS IN ACHIEVING THESE AIMS WILL DEPEND PARTLY ON THE CHICANO'S UNIQUENESS AS A MULTINATIONAL PERSON. MEXICO'S PRESENCE IS OF UTMOST IMPORTANCE FOR THIS ENDEAVOR. HOWEVER, HAVING A FORMER HOMELAND ADJACENT HAS NOT PROVIDED AN EXAMPLE OR INSPIRATION TO CHICANOS FOR OVERCOMING THEIR PROBLEMS IN THE UNITED STATES. MEXICO HAS OFFERED THE MEXICAN AMERICAN VERY LITTLE DIRECT ASSISTANCE TOWARD ATTAINING HIS AIMS SINCE THE AVERAGE MEXICAN IS ALSO POVERTY-STRICKEN AND PREOCCUPIED WITH PHYSICAL SURVIVAL, HIS GOVERNMENT IS LARGELY DISINTERESTED IN MEXICAN AMERICANS, AND THE INTER-AMERICAN POLITICAL SCENE IS NOT CONDUCIVE TO INTERVENTION IN THE NORTHERN NEIGHBORS' AFFAIRS. FURTHERMORE, THE CHICANO HAS NOT SERIOUSLY SOUGHT THE REPUBLIC'S DIRECT SUPPORT. HANDICAPPED BY LOW EDUCATIONAL ATTAINMENT AND DEPRESSED CONDITIONS IN HEALTH, HOUSING, EMPLOYMENT, AND POLITICAL INFLUENCE, MEXICAN AMERICANS TEND TO BE PREOCCUPIED WITH LOCAL PROBLEMS AND PROGRAMS. YET, MEXICO REPRESENTS A CULTURAL IMAGE OR SYMBOL ON WHICH THE CHICANO CAN ANCHOR HIS HISPANIC-MESTIZO PERSONALITY. THE CHICANO CAN UTILIZE HIS CROSS-NATIONAL IDENTITY AS A COUNTERPOISE BETWEEN ANGLO AMERICA AND LATIN AMERICA. THEREFORE, MEXICAN AMERICANS SHOULD INITIATE A NEW AND MORE POSITIVE ASSOCIATION WITH MEXICO AND OTHER LATIN AMERICAN REPUBLICS. (NQ)

ACCESSION NUMBER: ED107411

PUBLICATION DATE: JUL 74

TITLE: A STUDY OF SELECTED SOCIO-ECONOMIC CHARACTERISTICS OF ETHNIC MINORITIES BASED ON THE 1970 CENSUS. VOLUME I: AMERICANS OF SPANISH ORIGIN.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; AGE; *CENSUS FIGURES; CUBANS; *DEMOGRAPHY; EMPLOYMENT PATTERNS; FAMILY STRUCTURE; INCOME; MEXICAN AMERICANS; *POPULATION TRENDS; PUERTO RICANS; *SOCIOECONOMIC BACKGROUND; *SPANISH CULTURE; STATISTICAL DATA

DESCRIPTIVE NOTE: 148P.

PERSONS OF SPANISH ORIGIN ARE THE SECOND LARGEST MINORITY GROUP IN THE UNITED STATES. IN 1970, THEY NUMBERED 9.1 MILLION PEOPLE; 2.4 MILLION OF WHOM WERE IN POVERTY. THESE 9.1 MILLION PERSONS ARE A DIVERSE GROUP OF PEOPLE, FROM DIVERGENT AREAS OF THE WORLD, AND OF DIFFERENT NATIONAL BACKGROUNDS. THE SEPARATE SPANISH GROUPS WERE DESIGNATED BY THE 1970 CENSUS AS THE: MEXICAN AMERICANS, PUERTO RICANS, CUBAN AMERICANS, CENTRAL AND SOUTH AMERICANS, AND OTHER SPANISH (THOSE PERSONS WHOSE FAMILIES ORIGINATED DIRECTLY FROM SPAIN OR WERE LIVING IN THIS COUNTRY PRIOR TO 1848). SELECTED DATA FROM THE 1970 U.S. CENSUS ON PERSONS OF SPANISH ORIGIN WAS ANALYZED IN THIS REPORT. DETAILED SOCIOECONOMIC INFORMATION ON THE 3 LARGEST SPANISH SUBGROUPS IN THE U.S.--MEXICAN AMERICANS, PUERTO RICANS, AND CUBAN AMERICANS--WAS OBTAINED FROM U.S. CENSUS BUREAU PUBLICATIONS BASED ON TABULATIONS FROM THE 1970 CENSUS. THE ANALYSIS OF NATIONAL AND LOCAL DATA FOCUSED ON SUCH CHARACTERISTICS AS IMMIGRATION AND IN-MIGRATION, GEOGRAPHIC AND AGE DISTRIBUTIONS, NATIVITY, FAMILY STURUCTURE, EDUCATION, EMPLOYMENT, INCOME, AND POVERTY. DATA FROM SELECTED LOCAL AREAS WAS ANALYZED TO HIGHLIGHT ONLY THOSE SITUATIONS WHERE LOCAL DATA VARIED MARKEDLY FROM OR WERE OTHERWISE NOTABLE IN COMPARISON TO THE NATIONAL PICTURE. (NQ)

ACCESSION NUMBER: ED107419

PUBLICATION DATE: MAY 73

TITLE: THE KANSAS MIGRANT SURVEY: AN INTERPRETIVE PROFILE OF THE MEXICAN-AMERICAN MIGRANT FAMILY.

PERSONAL AUTHOR: GUTIERREZ, ELIZABETH; LUJAN, HERMAN D.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *AGRICULTURAL LABORERS; ATTITUDES; EMPLOYMENT PATTERNS; *FAMILY (SOCIOLOGICAL UNIT); INCOME; LANGUAGE ROLE; LIFE STYLE; *MEXICAN AMERICANS; *MIGRANT WORKERS; RELIGION; SOCIAL SERVICES; *SOCIOECONOMIC INFLUENCES; TABLES (DATA)

IDENTIFIER: *KANSAS

DESCRIPTIVE NOTE: 75P.

ORIGINALLY A FEDERALLY-FUNDED ORGANIZATION CREATED TO SERVE MIGRANT FAMILIES IN THE 16 COUNTIES OF WESTERN KANSAS, THE KANSAS COUNCIL OF AGRICULTURAL WORKERS AND LOW-INCOME FAMILIES (KCAW-LIF) MARKED THE FIRST MAJOR EFFORT TO COPE WITH THE PROBLEMS OF MIGRANT LIFE BY PROVIDING BASIC SERVICES AT PUBLIC COST. A SURVEY OF 245 MIGRANT FAMILIES WAS CONDUCTED FROM JUNE THROUGH AUGUST 1972 IN 10 OF THE 16 COUNTIES SERVED BY KCAW-LIF. FARMWORKERS WERE CLASSIFIED AS SEASONAL, FARM, AND NONFARM RESIDENTS. THE ANALYSIS UNIT WAS THE FAMILY; THE FAMILY'S PRINCIPLE BREADWINNER WAS INTERVIEWED. SINCE CHICANOS COMPRISED THE LARGEST SEGMENT OF MIGRANTS, THOSE INTERVIEWED WERE MEXICAN AMERICAN. A QUESTIONNAIRE DESIGNED IN ENGLISH AND SPANISH WAS ADMINISTERED TO OBTAIN DATA CONCERNING: CITIZENSHIP, FAMILY SIZE, EDUCATION, LANGUAGE FACILITY, RELIGION, SETTLING OUT, LIVING AND WORKING CONDITIONS, SERVICE AVAILABILITY, AND BASIC MIGRANT ATTITUDES ABOUT SERVICES. INTERVIEWERS WERE 14 LOCAL BILINGUAL CHICANOS WITH EXPERIENCE AS FARMWORKERS IN THE SURVEY AREA. SOME FINDINGS WERE: (1) JOBS AND LEGAL SERVICES WERE MOST OFTEN CITED AS BEING NEEDED; (2) MORE FAMILIES KNEW OF THE AVAILABILITY OF SERVICES THAN HAD ACTUALLY USED THEM; AND (3) 57.9 PERCENT OF THE MIGRANT FAMILIES INDICATED THAT THEY WOULD SETTLE OUT IN KANSAS IF PERMANENT WORK WERE AVAILABLE, AND 37.7 PERCENT SAID THEY WOULD NOT SETTLE OUT IN KANSAS. (NQ)

ACCESSION NUMBER: ED107423

PUBLICATION DATE: 8 SEP 72

TITLE: SPANISH SURNAMES. SOUTHWEST REGIONAL LABORATORY (SWRL) TECHNICAL NOTE NO. TN 1-72-08.

PERSONAL AUTHOR: HEIN, WILLIAM H., JR.

DESCRIPTOR: CLASSIFICATION; *CODIFICATION; *DEMOGRAPHY; *ETHNIC GROUPING; *GROUPING PROCEDURES; IDENTIFICATION; *SPANISH CULTURE; SPELLING

IDENTIFIER: *SPANISH SURNAME

DESCRIPTIVE NOTE: 47P.

AN EXCERPT FROM THE U.S. CENSUS GENERAL CODING PROCEDURES MANUAL, THIS PAPER CONSISTS OF: (1) AN ABBREVIATED LIST OF COMMON SPANISH SURNAMES AND (2) A DETAILED LIST OF SPANISH SURNAMES. THESE LISTS ARE USED TO DETERMINE SPANISH SURNAMES BY THE U.S. BUREAU OF THE CENSUS. MORE THAN 2,000 NAMES ARE LISTED IN ALPHABETICAL ORDER. SPELLING VARIATIONS WHICH MAY BE FORMED BY ADDING A LETTER OR LETTERS TO THE END OF THE SURNAME ARE SHOWN IN PARENTHESES AFTER THE NAME. OTHER SPELLING VARIATIONS ARE LISTED SEPARATELY. (NQ)

ACCESSION NUMBER: ED107428

PUBLICATION DATE: JUN 75

TITLE: MEXICAN AMERICAN EDUCATION, A SELECTED BIBLIOGRAPHY (WITH ERIC ABSTRACTS). ERIC/CRESS SUPPLEMENT NO. 5.

DESCRIPTOR: *ABSTRACTS; *ANNOTATED BIBLIOGRAPHIES; BILINGUAL EDUCATION; *CITATION INDEXES; CULTURAL BACKGROUND; ENGLISH (SECOND LANGUAGE); *MEXICAN AMERICANS; *PERIODICALS; PROGRAM EVALUATION; SPANISH AMERICANS; SPANISH SPEAKING

DESCRIPTIVE NOTE: 252P.; FOR RELATED DOCUMENT, SEE ED 097 187. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT

COMPILED TO PROVIDE ACCESS TO SOME OF THE LATEST RESOURCE MATERIAL, RESEARCH FINDINGS, AND/OR DEVELOPMENTS IN MEXICAN AMERICAN EDUCATION, THIS BIBLIOGRAPHY IS A SUPPLEMENT TO FIVE PREVIOUS ERIC/CRESS BIBLIOGRAPHIES WHICH CITE MATERIALS AVAILABLE THROUGH "RESOURCES IN EDUCATION" (RIE) AND "CURRENT INDEX TO JOURNALS IN EDUCATION" (CIJE). PART 1 OF THE PRESENT BIBLIOGRAPHY CONTAINS 159 CITATIONS AND ABSTRACTS WHICH APPEARED IN RIE FROM JULY 1974 THROUGH MARCH 1975. PART 2 CONTAINS 93 JOURNAL ARTICLE CITATIONS WHICH APPEARED IN THE JULY 1974 THROUGH MARCH 1975 ISSUES OF CIJE. ENTRIES COVER SUCH TOPICS AS BILINGUAL EDUCATION, CULTURAL BACKGROUND, ENGLISH AS A SECOND LANGUAGE, PROGRAM EVALUATION, SPANISH AMERICANS, SPANISH SPEAKING, AND TEACHER EDUCATION. A COMBINED RIE AND CIJE SUBJECT INDEX IS PROVIDED TO ASSIST THE USER IN LOCATING CITATIONS PERTAINING TO A GIVEN SUBJECT AREA. A LIST OF STANDING ORDER MICROFICHE COLLECTIONS IS ALSO PROVIDED. ORDERING INFORMATION IS INCLUDED. (NQ)

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ACCESSION NUMBER: ED107430

PUBLICATION DATE: 74

TITLE: THE RECRUITMENT, CHANNELING, AND PLACEMENT OF CHICANO TEACHERS.

PERSONAL AUTHOR: CHACON, GLORIA, ED.; BOWMAN, JAMES, ED.

DESCRIPTOR: COUNSELING; COURSE CONTENT; EDUCATIONAL ALTERNATIVES; EDUCATIONAL OBJECTIVES; GUIDES; HIGHER EDUCATION; *INSTITUTIONAL ROLE; *MEXICAN AMERICANS; MINORITY GROUP TEACHERS; RECRUITMENT; *SELF ACTUALIZATION; SELF CONCEPT; STATE BOARDS OF EDUCATION; STUDENT TEACHER RELATIONSHIP; TEACHER ATTITUDES; *TEACHER EDUCATION; *TRAINING OBJECTIVES

IDENTIFIER: *CHICANOS; SOUTHWEST

DESCRIPTIVE NOTE: 62P.; FOR RELATED DOCUMENT, SEE ED 086 407

CHAPTER 4 OF THE U.S. COMMISSION ON CIVIL RIGHTS PUBLICATION ENTITLED "TOWARD QUALITY EDUCATION FOR MEXICAN AMERICANS" CONSTITUTES THE FIRST PART OF THIS TWO-PART DOCUMENT WHICH EXAMINES THE RECRUITMENT, CHANNELING, AND COUNSELLING OF MEXICAN AMERICAN TEACHERS IN THE SOUTHWEST. SPECIFIC AREAS EXAMINED IN THIS CHAPTER INCLUDE: (1) DIFFERENCES IN TEACHER INTERACTION WITH MEXICAN AMERICAN AND ANGLO STUDENTS, (2) CONTROL OVER TEACHER PREPARATION PROGRAMS, (3) TEACHER TRAINEE ENROLLMENT, (4) CONTENT OF TEACHER EDUCATION COURSES AND SUPERVISED EXPERIENCES, (5) MEXICAN AMERICAN REPRESENTATION ON STATE BOARDS OF EDUCATION, AND (6) HIGHER EDUCATION INSTITUTIONS IN THE SOUTHWEST WHICH HAVE TEACHER EDUCATION PROGRAMS AND SPANISH SURNAMED STAFF REPRESENTATION. THE SECOND PART OF THIS DOCUMENT IS A TRANSCRIPT OF A DISCUSSION AMONG NINE EDUCATORS IN ATTENDANCE AT THE 1974 OAKLAND CHICANO TEACHER CONFERENCE SPONSORED BY THE SOUTHWEST NETWORK. WHEN COMBINED, THESE REPORTS INDICATE THAT: CONVENTIONAL TEACHERS ARE NOT EDUCATED SATISFACTORILY TO RELATE IN A JUST AND SUPPORTIVE WAY TO CHICANO STUDENTS; IN PASSING THROUGH ANGLO TEACHER TRAINING INSTITUTIONS, MANY CHICANOS ACQUIRE A COLONIAL PICTURE OF THEMSELVES AND OF CHICANO CHILDREN; AND ALTERNATIVE SCHOOLS WHICH DO NOT SUPPORT THE "COLONIZED IDENTITY" ARE POTENTIALLY VALUABLE (A LIST OF SUCH CHICANO ALTERNATIVE SCHOOLS IS PROVIDED). (JC)

AVAILABILITY: SOUTHWEST NETWORK, 1020 B, SUITE 8, HAYWARD, CALIFORNIA 94541 ($2.00)

ACCESSION NUMBER: ED108183

PUBLICATION DATE: FEB 75

TITLE: COMPREHENSION CHARACTERISTICS OF CHICANO AND NON-CHICANO STUDENTS AT EASTERN NEW MEXICO UNIVERSITY.

PERSONAL AUTHOR: RAINWATER, JERRY A.

DESCRIPTOR: AMERICAN INDIANS; ANGLO AMERICANS; COLLEGE STUDENTS; CONTENT READING; FACTUAL READING; *MEXICAN AMERICANS; *READING COMPREHENSION; *READING DIFFICULTY; *READING RESEARCH; *READING SKILLS; REMEDIAL READING

DESCRIPTIVE NOTE: 10P.; PAPER PRESENTED AT THE FARWEST REGIONAL CONFERENCE OF THE INTERNATIONAL READING ASSOCIATION (3RD, RENO, FEBRUARY 6-8, 1975)

A STUDY WAS UNDERTAKEN TO DETERMINE IF DIFFERENCES EXISTED BETWEEN CHICANO AND NON-CHICANO STUDENTS ENROLLED IN THE COLLEGE READING IMPROVEMENT PROGRAM AND IF CHICANO STUDENTS EVIDENCED ANY COMPREHENSION CHARACTERISTICS UNIQUE TO THEM AS A GROUP WHICH WOULD JUSTIFY SPECIAL INSTRUCTIONAL PROGRAMING. OF THE 184 SUBJECTS SELECTED FOR THE STUDY, 69 WERE CHICANO. THE DAVIS READING TEST FORM 1A WAS USED; IT IS AN INSTRUMENT WHICH MEASURES FIVE TYPES OF COMPREHENSION, THREE OF WHICH--FACTUAL RECALL, MAIN IDEA, AND INFERENCE--WERE SELECTED FOR MEASUREMENT IN THIS STUDY. RESULTS OF THE STUDY SHOWED THAT THERE ARE SIGNIFICANT DIFFERENCES IN READING COMPREHENSION BETWEEN THE TWO GROUPS. DATA SHOWED NO DIFFERENCES BETWEEN CHICANOS AND NON-CHICANOS WHO WERE POOR OR AVERAGE READERS, BUT SHOWED DEFINITE DIFFERENCES BETWEEN CHICANOS AND NON-CHICANOS WHO WERE GOOD READERS. IT WAS CONCLUDED THAT THIS DIFFERENCE WAS CAUSED BY INFERENTIAL COMPREHENSION. (JM)

ACCESSION NUMBER: ED108322

PUBLICATION DATE: NOV 74

TITLE: INEQUALITIES IN EDUCATIONAL RESOURCES: THEIR IMPACT ON MINORITIES AND THE POOR IN TEXAS AND CALIFORNIA. FINAL REPORT.

PERSONAL AUTHOR: BRISCHETTO, ROBERT; ARCINIEGA, TOMAS A.

DESCRIPTOR: COMMUNITY INFLUENCE; *COURT LITIGATION; ECONOMIC DISADVANTAGEMENT; EDUCATIONAL EQUALITY; EDUCATIONAL FINANCE; EDUCATIONAL RESOURCES; ELEMENTARY SECONDARY EDUCATION; *EQUAL EDUCATION; EQUAL PROTECTION; *FINANCE REFORM; FISCAL CAPACITY; *MEXICAN AMERICANS; MINORITY GROUPS; *NEGROES; NONDISCRIMINATORY EDUCATION; PROPERTY TAXES; SCHOOL DISTRICT SPENDING; TAX EFFORT; TAX RATES

IDENTIFIER: CALIFORNIA; RODRIGUEZ; SERRANO VS PRIEST; *TEXAS

DESCRIPTIVE NOTE: 183P.; BEST COPY AVAILABLE

THIS RESEARCH EFFORT EXAMINES INEQUALITIES IN EDUCATIONAL INPUT RESOURCES AMONG SCHOOL SYSTEMS IN TEXAS AND CALIFORNIA IN LIGHT OF THE RODRIGUEZ AND SERRANO COURT CASES. LOW-INCOME FAMILIES IN BOTH STATES WERE FOUND TO BE IN DISTRICTS OF LOW PER-PUPIL-EXPENDITURES AND INFERIOR EDUCATIONAL SERVICES PRIMARILY BECAUSE THEY ARE LOCATED IN DISTRICTS WITH LOW PROPERTY VALUATIONS. MEXICAN-AMERICAN PUPILS IN TEXAS TEND TO BE ETHNICALLY ISOLATED IN LOW-WEALTH DISTRICTS AND HAVE FEWER EDUCATIONAL RESOURCES AVAILABLE TO THEM THAN DO ANGLO PUPILS. IMPORTANT DIFFERENCES WERE FOUND BETWEEN TEXAS AND CALIFORNIA IN REGARD TO ETHNIC ISOLATION. SINCE MEXICAN-AMERICAN PUPILS IN CALIFORNIA ARE NOT CONCENTRATED IN PREDOMINANTLY ETHNIC DISTRICTS, NOT MUCH INTERETHNIC DISPARITY IN THE DISTRIBUTION OF EDUCATIONAL RESOURCES AMONG DISTRICTS WAS FOUND. BLACK PUPILS IN BOTH TEXAS AND CALIFORNIA ARE CONCENTRATED IN LARGE URBAN CENTERS WHERE EXPENDITURES ARE GENERALLY AT OR ABOVE THE STATE AVERAGE. THESE FINDINGS, HOWEVER, DO NOT TAKE INTO CONSIDERATION COST DIFFERENTIALS BETWEEN URBAN AND NONURBAN AREAS AND MUNICIPAL OVERBURDEN. THE HYPOTHESIS THAT BLACK PUPILS IN LARGE URBAN DISTRICTS ARE DISADVANTAGED BY INTRADISTRICT INEQUALITIES IS OFFERED FOR FURTHER RESEARCH. (AUTHOR/IRT)

ACCESSION NUMBER: ED108436

PUBLICATION DATE: 74

TITLE: AN EDUCATIONAL TEST OF LEARNING POTENTIAL ASSESSMENT WITH SPANISH SPEAKING YOUTH. VOL. 4, NO. 71.

PERSONAL AUTHOR: BUDOFF, MILTON; AND OTHERS

DESCRIPTOR: BILINGUALISM; *CULTURE FREE TESTS; DISADVANTAGED YOUTH; ECONOMICALLY DISADVANTAGED; ELEMENTARY EDUCATION; *ETHNIC GROUPS; EXCEPTIONAL CHILD RESEARCH; *INTELLIGENCE TESTS; *PREDICTIVE MEASUREMENT; *SPANISH SPEAKING; TESTING PROBLEMS

IDENTIFIER: RAVEN PROGRESSIVE MATRICES; WECHSLER INTELLIGENCE SCALE FOR CHILDREN

DESCRIPTIVE NOTE: 28P.

COMPARED WAS THE RELATIVE PREDICTIVE POWER OF LEARNING POTENTIAL (LP) AND IQ MEASURES FOR 54 LOW-INCOME SPANISH-SPEAKING STUDENTS (GRADES 2 THROUGH 6) IN A TRANSITIONAL BILINGUAL URBAN SCHOOL. SS WERE ADMINISTERED THE RAVEN LP PROCEDURE, THE SEMANTIC TEST OF INTELLIGENCE, THE WECHSLER INTELLIGENCE SCALE FOR CHILDREN (WISC) IN SPANISH, AND THE WISC VOCABULARY SUBTEST IN SPANISH AND ENGLISH. BEFORE AND AFTER PARTICIPATION IN AN ELECTRICITY SCIENCE CURRICULUM UNIT TAUGHT IN SPANISH, SS ALSO TOOK AN ELECTRICITY UNITY EVALUATION INSTRUMENT. RESULTS INDICATED THAT POSTTRAINING RAVEN LP SCORES SIGNIFICANTLY PREDICTED PERFORMANCE ON THE MINIMALLY VERBAL SYMBOLIC LEVEL OF THE ELECTRICITY INSTRUMENT, THAT IQ SCORES WERE NOT POSITIVELY RELATED TO POSTTEACHING ELECTRICITY SCORES, AND THAT THE LP PROCEDURES RESULTED IN INCREASED PERFORMANCE LEVELS ON A REASONING TASK. (LH)

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ACCESSION NUMBER: ED108454

PUBLICATION DATE: 72

TITLE: TEACHING CULTURAL CONCEPTS IN SPANISH CLASSES.

PERSONAL AUTHOR: SEELYE, H. NED, ED.

DESCRIPTOR: ANNOTATED BIBLIOGRAPHIES; BICULTURALISM; BILINGUAL EDUCATION; COMICS (PUBLICATIONS); CULTURAL AWARENESS; *CULTURAL EDUCATION; CULTURAL ENRICHMENT; CULTURAL FACTORS; CULTURAL TRAITS; CURRICULUM GUIDES; INSTRUCTIONAL AIDS; LANGUAGE ENRICHMENT; *LANGUAGE INSTRUCTION; LATIN AMERICAN CULTURE; *RESOURCE MATERIALS; *SECOND LANGUAGE LEARNING; SECOND LANGUAGES; SOCIAL STUDIES; SPANISH; *SPANISH CULTURE; TEACHING METHODS

IDENTIFIER: NDEA TITLE III

DESCRIPTIVE NOTE: 152P.

FOREIGN LANGUAGE AND BILINGUAL-MIGRANT SUPERVISORS IN THE OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION IN ILLINOIS ARE SEEKING TO BROADEN THE GOALS OF FOREIGN LANGUAGE INSTRUCTION BY INTRODUCING CULTURAL EDUCATION ALONG WITH LANGUAGE INSTRUCTION. THIS PUBLICATION CONSISTS OF 17 ARTICLES ON MANY ASPECTS OF THE TEACHING OF CULTURE IN FOREIGN LANGUAGE CLASSES, SPECIFICALLY SPANISH CLASSES. INFORMATION INCLUDES: (1) A ONE-ACT PLAY-COMMENTARY ON THE LACK OF RELEVANCE IN FOREIGN LANGUAGE INSTRUCTION; (2) A DOCUMENTED REVIEW OF THE STATE OF CULTURE IN FOREIGN LANGUAGE CLASSES; (3) AN ATTEMPT TO IMPLEMENT A VARIETY OF CULTURAL OBJECTIVES; (4) A DISCUSSION OF TECHNIQUES FOR TEACHING CULTURAL CONCEPTS; (5) RECENT SOURCES OF IDEAS CONCERNING THE AIMS OF SOCIAL STUDIES INSTRUCTION; (6) AN EXAMPLE OF HOW CONTENT SOURCES MIGHT BE ORGANIZED AROUND A PERTINENT TOPIC; (7) A DESCRIPTION OF A BILINGUAL/BICULTURAL EXPERIMENT; (8) AN EXAMPLE OF HOW A LANGUAGE CLASS CAN DEVELOP SYMPATHETIC UNDERSTANDING OF A PEER CULTURE; (9) AN OUTLINE OF ASPECTS OF LATIN AMERICAN CULTURE WHICH CAN BE DEVELOPED IN BRIEF DAILY LESSONS AT THE END OF THE SPANISH CLASS; AND (10) AN ANNOTATED BIBLIOGRAPHY OF SOME 200 RECENT PUBLICATIONS, WHICH IS INTENDED AS AN AID TO THE TEACHER IN SELECTING RECENT TITLES ON LATIN AMERICA. (AUTHOR/AM)

ACCESSION NUMBER: ED108460

PUBLICATION DATE: APR 74

TITLE: A PILOT STUDY CONCERNING THE DEVELOPMENT OF A SPANISH/ENGLISH ORAL PROFICIENCY TEST. RESEARCH AND DEVELOPMENT MEMORANDUM NO. 120.

PERSONAL AUTHOR: POLITZER, ROBERT L.; MCKAY, MARYANN

DESCRIPTOR: *BILINGUAL STUDENTS; DIAGNOSTIC TESTS; GRAMMAR; INTERFERENCE (LANGUAGE LEARNING); LANGUAGE ABILITY; LANGUAGE PROFICIENCY; *LANGUAGE TESTS; *MATERIAL DEVELOPMENT; SECOND LANGUAGES; *SPANISH SPEAKING; *TEST CONSTRUCTION; TESTING; TEST VALIDITY; VOCABULARY

DESCRIPTIVE NOTE: 48P.

THIS STUDY REPRESENTS SEVERAL YEARS' WORK ON DEVISING TESTS TO MEASURE CHILDREN'S RELATIVE PROFICIENCY IN TWO LANGUAGES OR SPEECH VARIETIES. A PRELIMINARY ORAL PROFICIENCY TEST IN ENGLISH AND SPANISH WAS ADMINISTERED TO 45 BILINGUAL STUDENTS, OF WHOM 41 TOOK BOTH VERSIONS. ON THE BASIS OF DIFFICULTY AND SIGNIFICANT TENDENCIES, 32 ITEMS WERE SELECTED AS THE REVISED VERSION OF THE VOCABULARY TEST AND 16 ITEMS AS THE REVISED VERSION OF THE GRAMMAR TEST. FIVE INDEPENDENT VARIABLES (GRADE, SEX, YEARS OF SCHOOLING IN THE UNITED STATES, PLACE OF BIRTH, AND REPORTED LANGUAGE USE WITH FAMILY) WERE USED IN A UNIVARIATE ANALYSIS OF TEST SCORES IN ORDER TO DETERMINE WHETHER THEY CONTRIBUTED SIGNIFICANTLY TO THE VARIANCE IN THOSE SCORES. IN MOST CASES THE SIGNIFICANT CONTRIBUTION OF THE INDEPENDENT VARIABLES WERE IN THE EXPECTED DIRECTION (E.G., PERFORMANCE IN ENGLISH INCREASED WITH GRADE). MODIFICATION OF THE GRAMMAR TEST IS REQUIRED IN ORDER TO FOCUS STUDENTS' RESPONSES ON THE INTENDED GRAMMATICAL STRUCTURES. ADMINISTRATION OF BOTH PARTS OF THE PROFICIENCY TEST ON GRAMMAR TO LARGER AND DIFFERENT SAMPLES OF PUPILS, AND THE CORRELATION OF TEST RESULTS WITH OTHER INDEPENDENT VARIABLES, ARE NEEDED TO ESTABLISH THE VALIDITY OF THE TEST. (AUTHOR/AM)

ACCESSION NUMBER: ED108463

PUBLICATION CATE: 74

TITLE: MEXICAN-AMERICAN CHILD BILINGUALISM: DOUBLE DEFICIT?

PERSONAL AUTHOR: DUBOIS, BETTY LOU; FALLIS, GUADALUPE VALDES

DESCRIPTOR: *BILINGUALISM; BILINGUAL STUDENTS; *CHILD LANGUAGE; LANGUAGE DEVELOPMENT; LANGUAGE STANDARDIZATION; NONSTANDARD DIALECTS; *SECOND LANGUAGE LEARNING; *SPANISH SPEAKING; *STANDARD SPOKEN USAGE

DESCRIPTIVE NCTE: 14P.

THIS PAPER ARGUES THAT MEXICAN-AMERICAN BILINGUALS ARE IN DANGER OF BECOMING VICTIMS OF A DOUBLE-DEFICIT THEORY, I.E., THEY ARE ERRONEOUSLY CONSIDERED BY SOME TO BE DEFICIENT IN BOTH THEIR LANGUAGES. AN ARTICLE BY JOSEPH H. MATLUCK AND BETTY J. MACE THAT TAKES THE DOUBLE-DEFICIT VIEWPOINT IS REFUTED AS BEING DAMAGING TO MEXICAN-AMERICAN CHILDREN. THIS POSITION IS DEFENDED BY GENERAL REMARKS ON STANDARD USAGE, LANGUAGE CHANGE, INTERFERENCE, AND FIRST AND SECOND LANGUAGE ACQUISITION; AND BY ILLUSTRATING SPECIFIC ERRORS MADE IN GENERALIZING ON THE MEXICAN-AMERICAN CHILD'S LINGUISTIC "DEVIATIONS." (AUTHOR/AM)

ACCESSION NUMBER: ED108490

PUBLICATION DATE: FEB 74

TITLE: LANGUAGE DEVELOPMENT RESOURCES FOR BILINGUAL BICULTURAL EDUCATION: AN AID TO PRIMARY TEACHERS OF MEXICAN AMERICAN CHILDREN.

DESCRIPTOR: AUDIOVISUAL AIDS; BIBLIOGRAPHIES; BICULTURALISM; *BILINGUAL EDUCATION; CLASSROOM GAMES; CLASSROOM MATERIALS; COMMUNITY RESOURCES; *LEARNING ACTIVITIES; *MEXICAN AMERICANS; PRIMARY EDUCATION; RESOURCE GUIDES; *RESOURCE MATERIALS; *SPANISH SPEAKING

IDENTIFIER: ELEMENTARY SECONDARY EDUCATION ACT TITLE VII; ESEA TITLE VII

DESCRIPTIVE NOTE: 259P.

THIS RESOURCE GUIDE IS DESIGNED AS AN AID TO PRIMARY TEACHERS OF MEXICAN-AMERICAN CHILDREN. BESIDES INCLUDING BASIC INTRODUCTORY MATERIAL, THE VOLUME PROVIDES SUGGESTIONS FOR PARENT INVOLVEMENT, CLASSROOM LEARNING ACTIVITY CENTERS, AND EXTENSIVE RESOURCE MATERIALS. CLASSROOM LEARNING ACTIVITY CENTERS INCLUDE: ART, BOOK, COMMUNICATION, DISCUSSION, GAME, LISTENING, PUPPET, ROLE PLAYING, SENSITIVITY, VIEWING, COOKING, AND FIELD TRIPS. EACH LEARNING CENTER ACTIVITY OUTLINES THE TEACHER'S AND THE CHILDREN'S PARTS AND REFERS TO OTHER CENTERS FOR POSSIBLE EXTENDED LEARNING. BILINGUAL RESOURCES INCLUDE: STORIES, POEMS, AND LISTS OF BOOKS AND AUDIOVISUAL MATERIALS IN ENGLISH AND SPANISH; COMMUNITY RESOURCE SUGGESTIONS; AND CULTURAL AWARENESS MATERIALS FOR THE TEACHER. APPENDICES CONTAIN SUGGESTIONS FOR: COMMUNITY RESOURCES; BOOKS, RECORDS, FILMS, FILMSTRIPS IN ENGLISH FOR TEACHERS; BOOKS AND FILMS IN SPANISH FOR TEACHERS AND CHILDREN; REFERENCES FOR ESL; AND BOOKS CITED IN THE TEXT. IT IS RECOMMENDED THAT THE TEACHER USE THESE MATERIALS AS A RESOURCE TO IMPLEMENT A PROGRAM DESIGNED FOR THE PARTICULAR NEEDS OF THEIR STUDENTS. (AUTHOR/AM)

AVAILABILITY: DISSEMINATION CENTER FOR BILINGUAL BICULTURAL EDUCATION, 6504 TRACOR LANE, AUSTIN, TEXAS 78721 ($3.00)

ACCESSION NUMBER: ED108491

PUBLICATION DATE: FEB 74

TITLE: LA MUSICA DEL SOL (THE MUSIC OF THE SUN). A PLAY, UN CUENTO NAHUATL (A NAHUATL STORY), AND TEACHER'S GUIDE.

PERSONAL AUTHOR: SANTIAGO, NICK M.; AND OTHERS

DESCRIPTOR: AMERICAN INDIAN CULTURE; BEGINNING READING; *BILINGUAL EDUCATION; *DRAMA; ELEMENTARY EDUCATION; LEGENDS; MEXICAN AMERICANS; *READING MATERIALS; *SPANISH; SPANISH SPEAKING; STORY READING; *TEACHING GUIDES

IDENTIFIER: NAHUATL

DESCRIPTIVE NOTE: 54P.; IN SPANISH AND ENGLISH

THESE THREE VOLUMES, A PRIMARY SPANISH READER, A BILINGUAL PLAY AND A TEACHER'S GUIDE IN ENGLISH, ARE BASED ON A NAHUATL LEGEND ABOUT A TIME WHEN THE EARTH WAS SILENT AND THERE WAS NO MUSIC. IN THE LEGEND, THE WIND GOD FLIES UP TO THE SUN AND CAPTURES ALL THE MUSICIANS AND SINGERS, TAKING THEM BACK TO EARTH SO THERE WILL BE MUSIC FOR ALL. THE TEACHER'S GUIDE SUGGESTS ACTIVITIES AND TEACHING METHODS TO PRESENT THE MATERIAL CONTAINED IN THE STORY AND THE PLAY TO PRE-KINDERGARTEN THROUGH SIXTH GRADE CHILDREN. THESE MATERIALS ARE CORRELATED WITH THE SPANISH CURRICULA DEVELOPMENT CENTER CORE MATERIALS OF THE LANGUAGE ARTS AND FINE ARTS STRANDS. (CK)

AVAILABILITY: DISSEMINATION CENTER FOR BILINGUAL BICULTURAL EDUCATION, 6504 TRACOR LANE, AUSTIN, TEXAS 78721 (STORY OR PLAY WITH TEACHER'S GUIDE $0.65)

ACCESSION NUMBER: ED108494

PUBLICATION DATE: AUG 74

TITLE: CONCEPTS AND STRATEGIES FOR TEACHING THE MEXICAN AMERICAN EXPERIENCE. NEW APPROACHES TO BILINGUAL BICULTURAL EDUCATION, NO. 7.

PERSONAL AUTHOR: CORTES, CARLOS E.

DESCRIPTOR: *BICULTURALISM; BILINGUAL EDUCATION; BILINGUAL STUDENTS; BILINGUAL TEACHERS; *CULTURAL AWARENESS; CULTURAL DIFFERENCES; CULTURAL PLURALISM; CURRICULUM DEVELOPMENT; CURRICULUM ENRICHMENT; EDUCATIONAL PLANNING; ETHNIC GROUPS; *ETHNIC STUDIES; *MEXICAN AMERICANS; PROGRAMED MATERIALS; SOCIAL ATTITUDES; SOCIOCULTURAL PATTERNS; *TEACHING GUIDES; TEACHING METHODS

IDENTIFIER: ELEMENTARY SECONDARY EDUCATION ACT TITLE VII; ESEA TITLE VII

DESCRIPTIVE NOTE: 19P.

THIS TEACHING MANUAL IS THE SEVENTH IN A SERIES DESIGNED FOR USE IN BILINGUAL/BICULTURAL PROGRAMS. THIS MANUAL DISCUSSES IDEAS FOR APPLYING THE CONCEPT OF CULTURAL DEMOCRACY TO THE SCHOOL CURRICULUM BY INCORPORATING THE STUDY OF THE MEXICAN-AMERICAN. SIX ALTERNATIVE EXPLORATORY CONCEPTS ARE SUGGESTED AS WAYS OF ESCAPING THE TRADITIONAL FRAMES OF REFERENCE FOR THE CHICANO EXPERIENCE AND HELPING TO ERADICATE COMMON MISCONCEPTIONS. THE CONCEPTS ARE: (1) A RECOGNITION OF THE INFLUENCES ON THE DEVELOPMENT OF THE "GREATER AMERICA" OF THE AMERICAN CULTURES THAT EXISTED PRIOR TO THE ARRIVAL OF THE EUROPEANS; (2) THE COMPARATIVE ANALYSIS OF ETHNIC EXPERIENCES; (3) THE DIVERSITY AMONG CHICANOS; (4) THE VIEW OF SOCIETY AS A PROBLEM FOR CHICANOS, RATHER THAN CHICANOS AS A PROBLEM FOR SOCIETY; (5) AN AWARENESS OF THE HISTORY OF MEXICAN-AMERICANS; AND (6) A RECOGNITION OF THE CHICANO PEOPLE AS A WHOLE, NOT THROUGH ISOLATED INDIVIDUAL SUCCESS STORIES. TEACHING STRATEGIES AND TECHNIQUES, THE USE OF COMMUNITY RESOURCES, AND SUPPLEMENTARY MATERIALS RELATED TO THESE CONCEPTS ARE ALSO SUGGESTED. THESE CONCEPTS AND STRATEGIES CAN ALSO BE ADAPTED TO THE STUDY OF OTHER ETHNIC GROUPS. A MANUAL OF SELF-ASSESSMENT UNITS ACCOMPANIES THIS SERIES. (AUTHOR/AM)

AVAILABILITY: DISSEMINATION CENTER FOR BILINGUAL BICULTURAL EDUCATION, 6504 TRACOR LANE, AUSTIN, TEXAS 78721 ($0.60)

ACCESSION NUMBER: ED108496

PUBLICATION DATE: AUG 74

TITLE: MEXICAN AMERICAN VALUES AND CULTURALLY DEMOCRATIC EDUCATIONAL ENVIRONMENTS. NEW APPROACHES TO BILINGUAL BICULTURAL EDUCATION, NO. 2.

PERSONAL AUTHOR: RAMIREZ, MANUEL, III; AND OTHERS

DESCRIPTOR: *BICULTURALISM; *BILINGUAL EDUCATION; BILINGUALISM; BILINGUAL STUDENTS; BILINGUAL TEACHERS; *CULTURAL DIFFERENCES; CULTURAL PLURALISM; CULTURE CONFLICT; DEMOCRATIC VALUES; EDUCATIONAL PLANNING; ETHNIC GROUPS; *MEXICAN AMERICANS; MINORITY GROUPS; *SOCIAL VALUES; SOCIOCULTURAL PATTERNS; TEACHING GUIDES

IDENTIFIER: ELEMENTARY SECONDARY EDUCATION ACT TITLE VII; ESEA TITLE VII

DESCRIPTIVE NOTE: 27P.

THIS TEACHING MANUAL IS THE SECOND IN A SERIES DESIGNED FOR USE IN BILINGUAL/BICULTURAL PROGRAMS. THIS MANUAL OUTLINES SOME FEATURES OF CULTURALLY DEMOCRATIC EDUCATIONAL ENVIRONMENTS AND ILLUSTRATES WAYS IN WHICH THE SCHOOLS CAN TAKE POSITIVE STEPS TO ASSURE THAT EVERY CHILD CAN PRESERVE PRIDE AND LOYALTY TOWARD THE CULTURE REPRESENTED BY HIS FAMILY AND COMMUNITY. EXAMPLES ARE GIVEN OF THE CONFLICTS THAT CHILDREN CAN EXPERIENCE WHEN SCHOOLS UNDERMINE CULTURAL LOYALTIES, AND THEIR CONSEQUENCES, E.G., TENSIONS BETWEEN PARENTS AND CHILDREN; ALIENATION OF CHILDREN FROM THE SCHOOL, TEACHERS, AND PEER GROUPS; AND ANTAGONISM BETWEEN SCHOOL AND COMMUNITY. IN SPITE OF THE DIVERSITY IN VALUES, THERE ARE RECURRENT THEMES IN WHAT IS TAKEN SERIOUSLY AND EMPHASIZED IN MOST MEXICAN AMERICAN COMMUNITIES. THESE FALL INTO THE CATEGORIES OF IDENTIFICATION WITH FAMILY, COMMUNITY, AND ETHNIC GROUP; PERSONALIZATION OF INTERPERSONAL RELATIONSHIPS; STATUS AND ROLE DEFINITION IN FAMILY AND COMMUNITY; AND MEXICAN CATHOLIC IDEOLOGY. THE MANUAL EXAMINES THESE VALUE AREAS IN DETAIL, AND OFFERS A 10-POINT SET OF GUIDELINES SUGGESTING WAYS TO CREATE EDUCATIONAL ENVIRONMENTS IN WHICH MEXICAN-AMERICAN VALUES ARE AFFORDED DIGNITY AND RESPECT. (AUTHOR/AM)

AVAILABILITY: DISSEMINATION CENTER FOR BILINGUAL BICULTURAL EDUCATION, 6504 TRACOR LANE, AUSTIN, TEXAS 78721 ($0.65)

ACCESSION NUMBER: ED108500

PUBLICATION DATE: MAR 74

TITLE: SERIE DE RIMAS ILUSTRADAS (SERIES OF ILLUSTRATED RHYMES).

PERSONAL AUTHOR: VILLARREAL, ABELARDO; AND OTHERS

DESCRIPTOR: *BILINGUAL EDUCATION; CLASSROOM GAMES; CLASSROOMS; COMMUNITY; *EDUCATIONAL GAMES; FAMILY LIFE; FAMILY RELATIONSHIP; INDIVIDUAL ACTIVITIES; INSTRUCTIONAL MATERIALS; LEARNING ACTIVITIES; MEXICAN AMERICANS; NEIGHBORHOOD; POETRY; *PRIMARY EDUCATION; PUZZLES; *SPANISH; *WORKBOOKS

DESCRIPTIVE NOTE: 86P.; IN SPANISH

THIS WORKBOOK FOR CHILDREN IN THE PRIMARY GRADES CONTAINS THREE SECTIONS OF RHYMES AND ACTIVITIES ABOUT FAMILY MEMBERS; THE COMMUNITY'S HOUSES, SHOPS AND STREETS; AND THE SCHOOLROOM AND ITS EQUIPMENT. AN INDIVIDUAL ACTIVITY ACCOMPANIES EACH RHYME. THE WORKBOOK IS DESIGNED TO STRENGTHEN THE CHILD'S KNOWLEDGE OF HIS ENVIRONMENT AND HIS LANGUAGE BY EMPHASIZING AND BASING THE LESSON ON IDEAS THAT INTEREST HIM AND ACTIVITIES CORRESPONDING TO HIS APTITUDES. THE BOOK IS FULLY ILLUSTRATED, AND LEARNING ACTIVITIES INCLUDE QUESTIONS AND ANSWERS, FOLLOW-THE-DOTS, SOLVING PICTURE PUZZLES, COLORING AND DRAWING. THE MATERIAL HAS BEEN CLASSROOM-TESTED AND REVISED ACCORDINGLY. (CK)

AVAILABILITY: DISSEMINATION CENTER FOR BILINGUAL/BICULTURAL EDUCATION, 6504 TRACOR LANE, AUSTIN, TEXAS 78721 ($1.75)

ACCESSION NUMBER: ED108501

PUBLICATION DATE: OCT 74

TITLE: DAILY CURRICULUM SUPPLEMENT. A PRESCHOOL PROGRAM FOR THE SPANISH-SPEAKING CHILD.

PERSONAL AUTHOR: MICOTTI, TONI; AND OTHERS

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION; CURRICULUM GUIDES; EDUCATIONAL RESOURCES; ENGLISH (SECOND LANGUAGE); *HOME INSTRUCTION; INSTRUCTIONAL MATERIALS; LANGUAGE INSTRUCTION; *MEXICAN AMERICANS; *PRESCHOOL EDUCATION; RESOURCE MATERIALS; *SPANISH; TEACHING GUIDES; TUTORIAL PROGRAMS; TUTORING

IDENTIFIER: ELEMENTARY SECONDARY EDUCATION ACT TITLE VII; ESEA TITLE VII

DESCRIPTIVE NOTE: 266P.; FOR RELATED DOCUMENT, SEE ED 108 507, ED 109 899, AND 108 443

THIS GUIDE IS DESIGNED TO ACCOMPANY THE DAILY CURRICULUM GUIDE, A PROGRAM FOR PARAPROFESSIONALS (OR HOME TUTORS) WORKING WITH PRESCHOOL MEXICAN-AMERICAN CHILDREN IN A HOME SETTING. THE PROGRAM'S AIMS ARE TO: IMPROVE THE CHILD'S SPANISH LANGUAGE SKILLS; DEVELOP BASIC LISTENING AND VERBAL SKILLS IN ENGLISH; ASSURE BASIC CONCEPT DEVELOPMENT IN THE CHILD'S PRIMARY LANGUAGE, SPANISH; AND TRAIN THE MOTHERS OF PROJECT CHILDREN IN NEW METHODS FOR WORKING WITH THEIR CHILDREN. THE MATERIAL IS ADAPTABLE ALSO TO OTHER EARLY CHILDHOOD BILINGUAL PROGRAMS. THE SUPPLEMENT CONTAINS: CLASS PREPARATION INSTRUCTIONS; A CHART OF MATERIALS NEEDED FOR EACH DAY; STORIES, SONGS, RHYMES, POEMS, FINGER PLAYS, AND OTHER GAMES; DITTO PATTERNS; AND FLANNEL PATTERNS. THE GUIDE IS TAB-INDEXED FOR EASY USE. (AUTHOR/AM)

AVAILABILITY: DISSEMINATION CENTER FOR BILINGUAL BICULTURAL EDUCATION, 6504 TRACOR LANE, AUSTIN, TEXAS 78721 ($4.00)

ACCESSION NUMBER: ED108503

PUBLICATION DATE: FEB 74

TITLE: QUE BONITO ES LEER (HOW NICE IT IS TO READ ).

PERSONAL AUTHOR: VILLARREAL, ABELARDO; AND OTHERS

DESCRIPTOR: *BILINGUAL EDUCATION; COMPREHENSION DEVELOPMENT; DECODING (READING); *INSTRUCTIONAL MATERIALS; LANGUAGE ARTS; LANGUAGE INSTRUCTION; *LANGUAGE SKILLS; LEARNING ACTIVITIES; *MEXICAN AMERICANS; PRIMARY EDUCATION; READING INSTRUCTION; READING MATERIALS; READING SKILLS; RESOURCE MATERIALS; *SPANISH; TEACHER DEVELOPED MATERIALS; TEACHING GUIDES; VOCABULARY DEVELOPMENT

DESCRIPTIVE NOTE: 672P.

THIS SPANISH-LANGUAGE SUPPLEMENTARY LANGUAGE ARTS PROGRAM FOCUSES ON THE DEVELOPMENT OF DECODING, ENCODING, COMPREHENSION, AND INTERPRETATION SKILLS, AND IS ORIENTED TOWARD THE MEXICAN-AMERICAN CHILD'S EXPERIENCE. IT IS DESIGNED FOR FIRST-GRADE BILINGUAL PROGRAMS AND AS A RESOURCE FOR INSTRUCTION IN SPANISH AS A SECOND LANGUAGE UP TO THE THIRD GRADE. THE PROGRAM CONSISTS OF: A TEACHER'S MANUAL; AN EXERCISE WORKBOOK FOR THE STUDENT; 65 FLASHCARDS COLOR-CODED TO MATCH THE WORKBOOK; AND 12 READERS WHICH CAN BE USED SEPARATELY OR AS PART OF THE PROGRAM. THE VOCABULARY IS SEQUENCED TO PARALLEL THE READING LESSONS, BUILDING FROM A LINE OR TWO OF TEXT ON A PAGE IN THE FIRST TO ABOUT EIGHT LINES PER PAGE IN THE LAST OF THE SERIES. (AUTHOR/AM)

AVAILABILITY: DISSEMINATION CENTER FOR BILINGUAL BICULTURAL EDUCATION, 6504 TRACOR LANE, AUSTIN, TEXAS 78721 (GUIDE $4.00, WORKBOOK $3.00, CARDS $2.70, SET OF 12 READERS $2.40)

ACCESSION NUMBER: ED108504

PUBLICATION DATE: 73

TITLE: MI AMBIENTE Y YO (MY ENVIRONMENT AND ME). AN AURAL-ORAL ACTIVITY GUIDE.

PERSONAL AUTHOR: CANALES, ESTELLA; AND OTHERS

DESCRIPTOR: *BILINGUAL EDUCATION; CLASSROOM GAMES; CULTURAL AWARENESS; INTONATION; KINDERGARTEN; *LATIN AMERICAN CULTURE; LEARNING ACTIVITIES; LESSON PLANS; MUSIC TECHNIQUES; ORAL COMMUNICATION; PATTERN DRILLS (LANGUAGE); *PRESCHOOL EDUCATION; PRONUNCIATION; *SPANISH SPEAKING; *TEACHING GUIDES; VOCABULARY

IDENTIFIER: ELEMENTARY SECONDARY EDUCATION ACT TITLE VII; ESEA TITLE VII

DESCRIPTIVE NOTE: 414P.

THIS PROJECT-DEVELOPED AND TESTED AURAL-ORAL GUIDE IS DESIGNED ESPECIALLY FOR USE AT THE PRESCHOOL AND KINDERGARTEN LEVELS. IT IS DESIGNED FOR THE TEACHER OF SPANISH-SPEAKING CHILDREN AS A SERIES OF LESSON PLANS OR SCRIPTS AROUND SUCH TOPICS AS SCHOOL, THE FAMILY AND PETS. VOCABULARY ENRICHMENT, SYNTACTICAL DRILL PATTERNS, AND PRONUNCIATION AND INTONATION EXERCISES ARE PROVIDED. THE BOOK USES SONGS, GAMES AND FOLKLORE OF THE SPANISH-AMERICAN CULTURE TO PROMOTE THE CHILD'S KNOWLEDGE OF AND PRIDE IN HIS HERITAGE. (AUTHOR)

AVAILABILITY: DISSEMINATION CENTER FOR BILINGUAL BICULTURAL EDUCATION, 6504 TRACOR LANE, AUSTIN, TEXAS 78721

ACCESSION NUMBER: ED108507

PUBLICATION CATE: 74

TITLE: THE DAILY CURRICULUM GUIDE, YEAR 1: A PRESCHOOL PROGRAM FOR THE SPANISH-SPEAKING CHILD.

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION; CURRICULUM GUIDES; EDUCATIONAL RESOURCES; ENGLISH (SECOND LANGUAGE); *HOME INSTRUCTION; INSTRUCTIONAL MATERIALS; LANGUAGE INSTRUCTION; *MEXICAN AMERICANS; *PRESCHOOL EDUCATION; RESOURCE MATERIALS; *SPANISH; TEACHING GUIDES; TUTORIAL PROGRAMS; TUTORING

IDENTIFIER: ELEMENTARY SECONDARY EDUCATION ACT TITLE VII; ESEA TITLE VII

DESCRIPTIVE NOTE: 1,423P.; FOR RELATED DOCUMENT, SEE ED 108 501

THIS CURRICULUM GUIDE IS DESIGNED FOR USE BY PARAPROFESSIONALS (OR HOME TUTORS) WITH PRESCHOOL MEXICAN-AMERICAN CHILDREN IN A HOME SETTING. THIS SET CONSISTS OF THREE VOLUMES COVERING ONE YEAR'S INSTRUCTION, WITH EACH VOLUME COVERING TEN WEEKS. SPECIFIC LESSON PLANS IN SPANISH AND ENGLISH ARE PROVIDED FOR EACH DAY. THE PROGRAM'S AIMS ARE TO: IMPROVE THE CHILD'S SPANISH LANGUAGE SKILLS; DEVELOP BASIC LISTENING AND VERBAL SKILLS IN ENGLISH; ASSURE BASIC CONCEPT DEVELOPMENT IN THE CHILD'S PRIMARY LANGUAGE, SPANISH; AND TRAIN THE MOTHERS OF PROJECT CHILDREN IN NEW METHODS FOR WORKING WITH THEIR CHILDREN. THE MATERIAL IS ADAPTABLE ALSO TO OTHER EARLY CHILDHOOD BILINGUAL PROGRAMS. THE GUIDES ARE TAB-INDEXED FOR EASE OF USE. (AUTHOR/AM)

AVAILABILITY: DISSEMINATION CENTER FOR BILINGUAL BICULTURAL EDUCATION, 6504 TRACOR LANE, AUSTIN, TEXAS 78721 ($3.75 FOR EACH OF THREE VOLUMES)

ACCESSION NUMBER: ED108515

PUBLICATION DATE: 75

TITLE: SPANISH AND ENGLISH OF UNITED STATES HISPANOS: A CRITICAL, ANNOTATED, LINGUISTIC BIBLIOGRAPHY.

PERSONAL AUTHOR: TESCHNER, RICHARD V.; AND OTHERS

DESCRIPTOR: AMERICAN ENGLISH; AMERICAN INDIAN LANGUAGES; *ANNOTATED BIBLIOGRAPHIES; *BILINGUALISM; CUBANS; ENGLISH (SECOND LANGUAGE); ETHNIC GROUPS; GRAMMAR; JEWS; LANGUAGE PATTERNS; MEXICAN AMERICANS; ONOMASTICS; PHONOLOGY; PUERTO RICANS; *SOCIOLINGUISTICS; *SPANISH; SPANISH AMERICANS; *SPANISH SPEAKING; VOCABULARY

IDENTIFIER: CODE SWITCHING; ISLENCS; *LANGUAGE CONTACT; SEPHARDIC JEWS; WORD BORROWING

DESCRIPTIVE NOTE: 382P.

THIS LINGUISTICALLY ORIENTED BIBLIOGRAPHY LISTS 675 ITEMS THAT RELATE IN PART OR IN FALL TO THE SPEECH AND LANGUAGE BEHAVIOR OF U.S. RESIDENTS OR CITIZENS OF HISPANIC BACKGROUND. THE BIBLIOGRAPHY, INTENDED AS A CONTINUATION OF HENSLEY C. WOODBRIDGE'S 1954 STUDY, INCLUDES MATERIAL COMPLETED OR PUBLISHED THROUGH DECEMBER 1974, BUT GENERALLY EXCLUDES ITEMS NOT AVAILABLE THROUGH ORDINARY CHANNELS. MOST OF THE ITEMS ARE ANNOTATED FULLY, MANY CRITICALLY AND AT SOME LENGTH. IN ADDITION TO EXAMINING ALL ITEMS THAT TREAT THE PHONOLOGY, GRAMMAR, AND LEXICON OF NATIVELY-SPOKEN U.S. SPANISH, THE BIBLIOGRAPHERS HAVE ATTEMPTED TO INCLUDE ALL LINGUSITIC STUDIES OF U.S. HISPANO ENGLISH AND ALL STUDIES OF CODE-SWITCHING. THE MAJOR ORGANIZATIONAL CATEGORIES ARE: (1) U.S. IN GENERAL; (2) CHICANOS IN GENERAL; (3) PUERTO RICANS ON THE U.S. MAINLAND; (4) CUBANS; (5) ISLENCS (CANARY ISLANDERS IN LOUISIANA); (6) PENINSULARES (SPANIARDS); AND (7) SEPHARDIC JEWS. WHEN APPLICABLE, THE SUB-CATEGORIES ARE: (1) BIBLIOGRAPHY; (2) COMPREHENSIVE/GENERAL STUDIES; (3) SPANISH PHONOLOGY; (4) SPANISH GRAMMAR; (5) SPANISH LEXICON; (6) ONOMASTICS; (7) ENGLISH INFLUENCE ON SPANISH; (8) SPANISH INFLUENCE ON ENGLISH; (9) SPANISH INFLUENCE ON AMERINDIAN LANGUAGES; AND (10) CODE-SWITCHING. A CROSS-REFERENTIAL LISTING IS PROVIDED, AS WELL AS A LIST OF "MAJOR ITEMS" DESIGNED TO DIRECT THE READER TO MATERIALS THE ANNOTATORS CONSIDER SALIENT. (AUTHOR/AM)

AVAILABILITY: CENTER FOR APPLIED LINGUISTICS, 1611 NORTH KENT STREET, ARLINGTON, VIRGINIA 22209 ($7.95)

ACCESSION NUMBER: ED108521

PUBLICATION DATE: AUG 73

TITLE: AN INVESTIGATION INTO LINGUISTIC CUES INVOLVED IN ENGLISH NOUN PLURALIZATION OF SIX-YEAR-OLD MEXICAN-AMERICAN CHILDREN. FINAL REPORT.

PERSONAL AUTHOR: NATALICIC, LUIZ F. S.; NATALICIO, DIANA S.

DESCRIPTOR: BILINGUAL STUDENTS; *CHILD LANGUAGE; CONSONANTS; *ENGLISH (SECOND LANGUAGE); LANGUAGE DEVELOPMENT; LANGUAGE PATTERNS; LANGUAGE RESEARCH; *MEXICAN AMERICANS; MORPHOLOGY (LANGUAGES); *NOMINALS; PHONETICS; PHONOLOGY; *PLURALS; PRONUNCIATION; PSYCHOLINGUISTICS; SPANISH SPEAKING

DESCRIPTIVE NOTE: 52P.

THE PURPOSE OF THIS RESEARCH WAS TO INVESTIGATE THE EFFECTS OF INITIAL CONSONANTS, ESPECIALLY /S/, ON THE PLURALIZATION OF ENGLISH NOUNS BY BOTH NATIVE ENGLISH- AND NATIVE SPANISH-SPEAKING FIRST GRADE PUPILS. A TEST INSTRUMENT CONSISTING OF NONSENSE SYLLABLE TRIGRAMS WAS CONSTRUCTED BASED ON LINGUISTIC DESCRIPTIONS OF ENGLISH NOUN PLURALIZATION. ACCOMPANIED BY VISUAL STIMULI, THIS INSTRUMENT WAS ADMINISTERED TO 120 SIX-YEAR-OLD CHILDREN IN THE EL PASO AREA. RESULTS OF THE DATA ANALYSIS INDICATE THAT THERE IS NO SIGNIFICANT EFFECT OF INITIAL /S/ ON SUCCESSFUL NOUN PLURALIZATION, ALTHOUGH /S/ IS MORE FREQUENTLY ASSOCIATED WITH MISARTICULATIONS IN BOTH SINGULAR AND PLURAL RESPONSES. RESULTS ARE DISCUSSED IN TERMS OF LINGUISTIC RULES FOR PLURALIZATION, DIFFERENCES BETWEEN PLURALIZATION STRATEGIES OF NATIVE ENGLISH AND NATIVE SPANISH SPEAKERS, AND SOURCES OF /S/ MISARTICULATIONS. (AUTHOR)

ACCESSION NUMBER: ED108818

PUBLICATION DATE: JUL 75

TITLE: HIGHER EDUCATION FOR MEXICAN AMERICANS, A SELECTED BIBLIOGRAPHY (WITH ERIC ABSTRACTS). JULY 1975.

DESCRIPTOR: ABSTRACTS; *ANNOTATED BIBLIOGRAPHIES; *BIBLIOGRAPHIC CITATIONS; EDUCATIONAL OPPORTUNITIES; ETHNIC STUDIES; *HIGHER EDUCATION; JUNIOR COLLEGES; *MEXICAN AMERICANS; MINORITY GROUPS; *REFERENCE MATERIALS

DESCRIPTIVE NOTE: 61P.

COMPILED TO PROVIDE ACCESS TO SOME OF THE LATEST RESOURCE MATERIAL, RESEARCH FINDINGS, AND/OR DEVELOPMENTS IN EDUCATION RELATIVE TO HIGHER EDUCATION FOR MEXICAN AMERICANS, THIS BIBLIOGRAPHY CONTAINS 22 CITATIONS AND ABSTRACTS WHICH APPEARED IN "RESOURCES IN EDUCATION" (RIE) FROM THE JANUARY 1972 THROUGH THE MARCH 1975 ISSUES. THE BIBLIOGRAPHY ALSO INCLUDES 15 CITATIONS WHICH APPEARED IN "CURRENT INDEX TO JOURNALS IN EDUCATION" (CIJE) FROM THE JULY 1972 THROUGH THE MARCH 1975 ISSUES. ENTRIES COVER SUCH TOPICS AS JUNIOR COLLEGES, MINORITY GROUPS, EDUCATIONAL OPPORTUNITIES, CULTURAL EDUCATION, AND ETHNIC STUDIES. A COMBINED RIE AND CIJE SUBJECT INDEX IS PROVIDED TO ASSIST THE USER IN LOCATING CITATIONS PERTAINING TO A GIVEN SUBJECT AREA WITHIN THE REALM OF HIGHER EDUCATION FOR MEXICAN AMERICANS. A LIST OF STANDING ORDER MICROFICHE COLLECTIONS AND ORDERING INFORMATION ARE ALSO PROVIDED. (NQ)

ACCESSION NUMBER: ED108819

PUBLICATION DATE: 14 JUN 75

TITLE: AN OPERATIONAL MODEL FOR BILINGUAL EDUCATION.

PERSONAL AUTHOR: DE LOS SANTOS, GILBERTO

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *BICULTURALISM; *BILINGUAL EDUCATION; *COMMUNITY COLLEGES; DEFINITIONS; EDUCATIONAL ALTERNATIVES; HIGHER EDUCATION; *MEXICAN AMERICANS; *MODELS; RESOURCE ALLOCATIONS

IDENTIFIER: EL PASO; *TEXAS

DESCRIPTIVE NOTE: 22P.; PAPER PRESENTED AT THE SYMPOSIUM ON BILINGUAL/BICULTURAL EDUCATION: EFFECTS ON THE LANGUAGE, INDIVIDUAL AND SOCIETY (EL PASO, TEXAS, JUNE 12-14, 1975)

OVER 1,100 COMMUNITY AND JUNIOR COLLEGES ARE CURRENTLY ENROLLING STUDENTS IN THE UNITED STATES. IN ARIZONA, CALIFORNIA, TEXAS, NEW MEXICO, AND COLORADO WHERE THE PROPORTION OF THE POPULATION IS ABOUT 20 PERCENT SPANISH SPEAKING, THERE ARE ABOUT 210 TWO-YEAR COLLEGES. STUDIES INDICATE THAT 75 PERCENT OF ALL MEXICAN AMERICANS ATTENDING POST-SECONDARY EDUCATION ARE ENROLLED IN COMMUNITY COLLEGES. IN 1971, THERE WERE 121,897 STUDENTS ENROLLED IN TEXAS COMMUNITY COLLEGES; OF THESE, 17,893 (14.6 PERCENT) WERE MEXICAN AMERICANS. YET, FEW 2-YEAR COLLEGES REPORT ANY SIGNIFICANT PROGRESS IN BILINGUAL-BICULTURAL EDUCATION. THE EL PASO COMMUNITY COLLEGE IS ONE OF THE FEW WHICH HAS ACHIEVED SOME DEGREE OF SUCCESS IN BILINGUAL-BICULTURAL PROGRAMS. IT HAS PURSUED AN INSTRUCTIONAL IMPROVEMENT PHASE WHICH FOCUSES ON THE DEVELOPMENT OF A COMPETENCY-BASED, LEARNER-ORIENTED MODEL OF INSTRUCTION IN WHICH FACULTY DEVELOPMENT IS ESSENTIAL. THIS PAPER DISCUSSES THE LEARNER-ORIENTED MODEL BEING DEVELOPED AT EL PASO COMMUNITY COLLEGE. (NQ)

ACCESSION NUMBER: ED108828

PUBLICATION DATE: JUL 75

TITLE: A SOCIOLOGICAL ANALYSIS OF DIFFERENCES IN STUDENT MOTIVATION: A CASE STUDY OF TWO SCHOOL DISTRICTS IN TEXAS.

PERSONAL AUTHOR: ACEVEDO, HOMERO E.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *ADMINISTRATOR ATTITUDES; COMMUNITY CHARACTERISTICS; CULTURAL BACKGROUND; CULTURE CONFLICT; DOCTORAL THESES; EDUCATIONAL PROBLEMS; GRADE 6; *MEXICAN AMERICANS; *PARENT ATTITUDES; *STUDENT ATTITUDES; *STUDENT MOTIVATION; STUDENT NEEDS; TEACHER ATTITUDES

IDENTIFIER: CHICANOS; *TEXAS

DESCRIPTIVE NOTE: 137P.; NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. PH.D. DISSERTATION, WALDEN UNIVERSITY

THE PERCEPTIONS OF THE SCHOOL SYSTEM HELD BY SELECTED 6TH GRADE CHICANO STUDENTS, THEIR PARENTS, SELECTED SCHOOL PERSONNEL, AND THE POWER STRUCTURE (I.E., SUPERINTENDENT, SCHOOL BOARD MEMBERS, COUNCILMEN, MAYOR) WERE EXAMINED. TWO TEXAS SCHOOL DISTRICTS OF EQUAL CHARACTERISTICS AND SIZE, WITH HEAVY CHICANO ENROLLMENTS WERE SELECTED. IN ONE, THE FACULTY AND ADMINISTRATION REFLECTED THE STUDENT COMPOSITION; IN THE OTHER, THEY DID NOT. THE SAMPLE CONSISTED OF: 15 CHICANO STUDENTS AND THEIR PARENTS, 15 TEACHERS, AND 15 ADMINISTRATORS AND MEMBERS OF THE COMMUNITY POWER STRUCTURE. SIMILAR PROCEDURES WERE EMPLOYED WITH BOTH SCHOOL DISTRICTS. BY USING QUESTIONNAIRES AND INTERVIEWS ON THESE SELECTED GROUPS, CERTAIN FACTORS ASSOCIATED WITH LACK OF ACADEMIC ACHIEVEMENT OF CHICANO CHILDREN WERE IDENTIFIED. IN THE PROCESS, THE CHICANO VALUE SYSTEM, CULTURE, FAMILY, SELF-CONCEPT AND ACTUAL SCHOLASTIC ACHIEVEMENT WERE EXAMINED VIS-A-VIS THE ANGLO CHILD. THE INVESTIGATION UNCOVERED SIGNIFICANT DIFFERENCES IN VALUES, ROLE-CONCEPTS, SELF AND FAMILIAL-CONCEPTS, AS POSSIBLE FACTORS THAT INFLUENCE THE EDUCATIONAL BEHAVIOR AND ACHIEVEMENT OF CHICANO CHILDREN. FINDINGS LED TO THE CONCLUSION THAT LACK OF ACHIEVEMENT AMONG CHICANO CHILDREN IS ATTRIBUTED TO VARIOUS SOURCES OF CONFLICT BETWEEN THEM AND THE SCHOOL. (AUTHOR/NQ)

HARD COPY NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED109216

TITLE: APPLICABILITY OF LEARNING POTENTIAL MEASUREMENT WITH SPANISH-SPEAKING YOUTH AS AN ALTERNATIVE TO IQ. FINAL REPORT.

PERSONAL AUTHOR: GIMON, ALEXANDER T.; AND OTHERS

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; *ACADEMIC APTITUDE; BILINGUAL STUDENTS; ELEMENTARY EDUCATION; ELEMENTARY SCHOOL STUDENTS; INTELLIGENCE QUOTIENT; *INTELLIGENCE TESTS; LOW INCOME GROUPS; *PREDICTIVE ABILITY (TESTING); *SPANISH SPEAKING; STANDARDIZED TESTS; STUDENT MOTIVATION; TEST BIAS; TESTING; TEST RESULTS; TEST VALIDITY

IDENTIFIER: ESCALA DE INTELIGENCIA WECHSLER PARA NINOS; INTER-AMERICAN GENERAL ABILITIES SERIES; PICTURE MOTIVATOR SCALE; RAVEN PROGRESSIVE MATRICES; SERIES LEARNING POTENTIAL TEST

DESCRIPTIVE NOTE: 269P.; NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT

THE LEARNING POTENTIAL (LP) PROCEDURE REPRESENTS AN ALTERNATIVE METHOD OF MEASURING ABILITY OF SPANISH-SPEAKING STUDENTS WHO TEND TO SCORE LOW ON TRADITIONAL IQ TESTS. THIS STUDY SOUGHT TO DETERMINE THE RELATIVE PREDICTIVE POWER OF LP AND IQ MEASURES ON ACHIEVEMENT OF 188 FIRST THROUGH SIXTH GRADE SPANISH-SPEAKING STUDENTS. SUBJECTS PARTICIPATED IN THE RAVEN AND SERIES LP PROCEDURES AND WERE ADMINISTERED THE WISC PERFORMANCE SCALE IN SPANISH AND THE WISC VOCABULARY SUBTEST, PICTURE MOTIVATOR SCALE, AND IAGAS NUMERIC, NONVERBAL, AND VERBAL SUBTESTS IN SPANISH AND ENGLISH. NUMERIC AND NONVERBAL ACHIEVEMENT IN BOTH SPANISH AND ENGLISH WERE SIGNIFICANTLY RELATED TO POSTTRAINING SERIES LP SCORES, WISC PERFORMANCE IQ, AND AGE. WISC VOCABULARY SCORES WERE RELATED ONLY TO VERBAL ACHIEVEMENT IN THE SAME LANGUAGE. THE LP PROCEDURE RESULTED IN INCREASED LEVELS OF PERFORMANCE ON A REASONING TASK AND PROVIDED A BETTER PREDICTOR OF ACHIEVEMENT THAN VERBAL IQ FOR THESE STUDENTS. INCLUDED IN THE APPENDICES ARE THE INSTRUMENTS USED IN THE STUDY. (AUTHOR/DEP)

HARD COPY NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED109635

PUBLICATION DATE: JAN 75

TITLE: AUDITORY DISCRIMINATION AND READING ACHIEVEMENT OF PUERTO RICAN SPANISH-SPEAKING FIRST-GRADE STUDENTS.

PERSONAL AUTHOR: SPRINGER, JUDITH ANN

DESCRIPTOR: *AUDITORY DISCRIMINATION; AUDITORY PERCEPTION; BEGINNING READING; GRADE 1; MASTERS THESES; NON ENGLISH SPEAKING; *PHONOLOGY; PRIMARY EDUCATION; *PUERTO RICANS; READING ABILITY; *READING ACHIEVEMENT; READING RESEARCH; READING SKILLS; *SPANISH SPEAKING

DESCRIPTIVE NOTE: 108P.; M.ED. THESIS, RUTGERS UNIVERSITY THE STATE UNIVERSITY OF NEW JERSEY

THE FOCUS OF THIS STUDY IS ON THE POSSIBLE EFFECTS OF PHONOLOGICAL INTERFERENCE ON THE READING ACHIEVEMENT OF SPANISH-SPEAKING PUERTO RICAN FIRST GRADERS. SPECIFICALLY, THE STUDY EXPLORED THE RELATIONSHIP BETWEEN STANDARD ENGLISH AUDITORY DISCRIMINATION AND FIRST-GRADE READING ACHIEVEMENT. SUBJECTS FOR THE STUDY WERE 32 FEMALE AND 20 MALE STUDENTS FROM SIX TRENTON, NEW JERSEY, ELEMENTARY SCHOOLS. THE INSTRUMENTS USED WERE THE TWO FORMS OF THE EXPERIMENTAL AUDITORY DISCRIMINATION TEST AND FORM 1 OF THE GATES-MACGINITIE READING TEST. RESULTS SHOW THAT LOW POSITIVE BUT SIGNIFICANT CORRELATIONS WERE FOUND BETWEEN SCORES ON BOTH FORMS OF THE AUDITORY DISCRIMINATION TEST AND COMPOSITE READING SCORES, BETWEEN SCORES ON BOTH AUDITORY DISCRIMINATION TEST FORMS AND VOCABULARY SUBTEST SCORES, AND BETWEEN SCORES ON FORM II OF THE AUDITORY DISCRIMINATION TEST AND COMPREHENSION SUBTEST SCORES. A BIBLIOGRAPHY AND SIX APPENDIXES CONTAINING MATERIAL RELATED TO THE STUDY ARE INCLUDED IN THE THESIS. (JM)

ACCESSION NUMBER: ED109879

PUBLICATION DATE: 72

TITLE: TEACHING SPANISH IN SCHOOL AND COLLEGE TO NATIVE SPEAKERS OF SPANISH. LA ENSENANZA DEL ESPANOL A ESTUDIANTES HISPANOPARLANTES EN LA ESCUELA Y EN LA UNIVERSIDAD.

PERSONAL AUTHOR: GAARDER, A. BRUCE; AND OTHERS

DESCRIPTOR: BILINGUALISM; COLLEGE LANGUAGE PROGRAMS; CULTURAL AWARENESS; EDUCATIONAL OBJECTIVES; *LANGUAGE INSTRUCTION; LANGUAGE PROGRAMS; *MODERN LANGUAGE CURRICULUM; *NATIVE SPEAKERS; REGIONAL DIALECTS; *SPANISH; *SPANISH SPEAKING; TEACHING METHODS

DESCRIPTIVE NOTE: 31P.

THE TEACHING OF SPANISH IN AMERICAN SCHOOLS AND COLLEGES TO NATIVE SPEAKERS OF SPANISH HAS ITS ORIGIN IN TWO MAIN FACTORS: THE NEED FOR ACCEPTANCE BY THE TEACHING PROFESSION OF MAINTENANCE AND DEVELOPMENT OF THE SPANISH SPOKEN NATIVELY IN THE UNITED STATES, AND THE NEED FOR CULTURAL DETERMINATION BY THE NATION'S NATIVE SPANISH SPEAKERS. IN LIGHT OF THESE FACTORS, THE OBJECTIVES OF THE SPANISH-S PROGRAM (SPANISH FOR NATIVE SPEAKERS) ARE OUTLINED, DRAWING LARGELY ON EXPERIENCE WITH THE PROGRAM STARTED IN DADE COUNTY, FLORIDA, IN 1961, FOR CUBAN IMMIGRANTS. THE OBJECTIVES INCLUDE (1) THE DEEPENING OF THE SPEAKER'S IDENTITY AS A MEMBER OF A CULTURAL-ETHNIC GROUP, (2) THE ACQUISITION OF A FULL COMMAND OF WORLD-STANDARD SPANISH, AND (3) THE REINFORCEMENT OF OTHER AREAS OF THE CURRICULUM THROUGH SPANISH. THE QUESTION OF ELIGIBILITY FOR PARTICIPATION IN THE PROGRAM AND THE IMPORTANCE OF TEACHER ATTITUDES, PARTICULARLY TOWARDS THE USE OF LOCAL DIALECTS, ARE DISCUSSED. CURRICULUM AND TEACHING METHODS ARE BRIEFLY OUTLINED, AS WELL AS RECOMMENDATIONS FOR TEACHER TRAINING. (CLK)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 (CATALOG NO. HE 5.210:10087, STOCK NO. 1780-1034, $0.55)

ACCESSION NUMBER: ED105885

PUBLICATION DATE: NOV 73

TITLE: CRUCIGRAMAS: CROSSWORD PUZZLES FOR PRIMARY GRADES.

PERSONAL AUTHOR: GARCIA, MARIA H.

DESCRIPTOR: BASIC READING; BICULTURALISM; *BILINGUAL EDUCATION; *CLASSROOM GAMES; EDUCATIONAL GAMES; INSTRUCTIONAL AIDS; *INSTRUCTIONAL MATERIALS; PRIMARY EDUCATION; PUZZLES; *SPANISH SPEAKING; SPELLING; TEACHER DEVELOPED MATERIALS; *WORD RECOGNITION; WORD STUDY SKILLS; WORKBOOKS

IDENTIFIER: *CRUCIGRAMAS

DESCRIPTIVE NOTE: 49P.

THIS WORKBOOK IS INTENDED AS AN AID TO THE TEACHER OF A BILINGUAL/BICULTURAL SPANISH-ENGLISH PROGRAM IN THE PRIMARY GRADES. IT CONTAINS MODIFIED CROSSWORD PUZZLES IN SPANISH, DESIGNED TO ACCOMPANY THE SPANISH CURRICULA DEVELOPMENT CENTER SOUTHWEST EDITION READERS, UNITS 1-3, KITS 2-9. THE PUZZLES ARE INTENDED TO AID IN REINFORCING READING WORDS AND IN FAMILIARIZING THE STUDENT WITH A MODIFIED METHOD OF WORKING CROSSWORD PUZZLES. SOME OF THE LETTERS FOUND IN THE WORDS ARE SUPPLIED TO AID THE STUDENT. IN SOME INSTANCES THE ENTIRE WORD MAY BE SUPPLIED IF A PICTURE WOULD NOT ADEQUATELY PORTRAY THE WORD. IT IS HOPED THAT BY KIT 9 UNIT 3 THE STUDENT WILL BE FAMILIAR ENOUGH WITH THE PROCESS OF WORKING CROSSWORD PUZZLES THAT A MINIMUM NUMBER OF LETTERS NEED BE SUPPLIED. (AUTHOR/AM)

AVAILABILITY: DISSEMINATION CENTER FOR BILINGUAL BICULTURAL EDUCATION, 6504 TRACOR LANE, AUSTIN, TEXAS 78721 ($2.00)

ACCESSION NUMBER: ED109890

PUBLICATION DATE: APR 73

TITLE: THE ACQUISITION OF QUESTIONS IN TEXAS SPANISH: AGE 2 - AGE 5.

PERSONAL AUTHOR: GONZALEZ, GUSTAVO

DESCRIPTOR: *CHILD LANGUAGE; *LANGUAGE DEVELOPMENT; LINGUISTIC PERFORMANCE; *NATIVE SPEAKERS; PSYCHOLINGUISTICS; SENTENCE STRUCTURE; *SPANISH; SPANISH SPEAKING; *SYNTAX; VERBAL DEVELOPMENT

IDENTIFIER: *QUESTIONS; TEXAS

DESCRIPTIVE NOTE: 26P.; PAPER PRESENTED AT THE CONFERENCE ON SOUTHWEST AREAL LINGUISTICS (ALBUQUERQUE, NEW MEXICO, APRIL 23-28, 1973)

TO DETERMINE THE NORMAL SEQUENCE OF THE DEVELOPMENT OF SPANISH PHONOLOGY AND SPANISH GRAMMATICAL PATTERNS IN THE SPEECH OF NATIVE SPANISH SPEAKERS, AGES 2-5, A STUDY OF THE ACQUISITION OF INTERROGATIVE FORMATION WAS UNDERTAKEN. TWO MALE AND TWO FEMALES FROM EACH OF NINE AGE INTERVALS BETWEEN TWO AND FIVE WERE SELECTED AS INFORMANTS; ALL WERE MIDDLE-CLASS NATIVES OF THE LOWER RIO GRANDE VALLEY. THE SUBJECTS WERE INTERVIEWED 3 TIMES EACH, FOR A TOTAL OF TWO HOURS, BY THE AUTHOR OR BY A FEMALE NATIVE SPEAKER. THE REPORT OF THE FINDINGS, WHICH INCLUDES A BRIEF REVIEW OF BASIC INTERROGATIVE STRUCTURES, SHOWS THAT TWO-YEAR-OLDS CAN DISTINGUISH BETWEEN YES/NO AND INFORMATION QUESTIONS, WHILE PRODUCTION LAGS BEHIND COMPREHENSION. THOSE AT 2.6 YEARS DISPLAY GREATER COMPLEXITY IN INTERNAL STRUCTURE, WHILE THOSE AT 2.9 YEARS USE "CON QUIEN," "DE QUIEN" AND "CUAL." THE NEXT SIGNIFICANT CHANGES APPEAR AT 3.3 YEARS, WITH V+INF. IN INFORMATION QUESTIONS AND FULL TAG QUESTIONS. THE ORDER OF ACQUISITION IS: (1) YES/NO QUESTIONS, (2) INFORMATION WH- QUESTIONS, (3) TAG QUESTIONS WITH "VERDAD." THE MAJOR PORTION OF DEVELOPMENT IS COMPLETED BY 3.3 YEARS. QUESTIONS REQUIRING FURTHER INVESTIGATION ARE PROPOSED. (CLK)

HARD COPY NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED109901

PUBLICATION DATE: MAR 74

TITLE: ESCUCHANDO Y PARTICIPANDO APRENDO (I LEARN BY LISTENING AND PARTICIPATING).

PERSONAL AUTHOR: VILLARREAL, ABELARDO; AND OTHERS

DESCRIPTOR: ALPHABETS; *AUDITORY DISCRIMINATION; AUDITORY PERCEPTION; *BILINGUAL EDUCATION; COMPREHENSION DEVELOPMENT; *ELEMENTARY EDUCATION; INSTRUCTIONAL MATERIALS; LANGUAGE ARTS; LANGUAGE SKILLS; *LETTERS (ALPHABET); LISTENING COMPREHENSION; MEXICAN AMERICANS; *SPANISH; SPANISH SPEAKING

IDENTIFIER: *ALPHABET CARDS

DESCRIPTIVE NOTE: 155P.; IN SPANISH

THIS SERIES OF COLORED, ILLUSTRATED ALPHABET CARDS CONTAINS ALL THE LETTERS OF THE SPANISH ALPHABET WITH ILLUSTRATIONS TO SHOW THEIR SOUNDS. ON THE REVERSE OF EACH CARD, OR SERIES OF RELATED CARDS, IS A SHORT STORY, ALONG WITH SOME ACTIVITIES AND GAMES DESIGNED TO REINFORCE THE SOUND OF THE LETTER. THE MATERIAL IS INTENDED TO DEVELOP LANGUAGE COMPREHENSION, HEARING AND INTERPRETING SKILLS AT THE PRIMARY LEVEL, AND MAY BE USED AS A SUPPLEMENT TO THE SERIES "QUE BONITO ES LEER " OR CORRELATED WITH THE SPANISH CURRICULA DEVELOPMENT CENTER'S LANGUAGE ARTS STRAND, KITS 2-9. INSTRUCTIONAL NOTES FOR THE TEACHER ARE INCLUDED. (CK)

AVAILABILITY: DISSEMINATION CENTER FOR BILINGUAL BICULTURAL EDUCATION, 6504 TRACOR LANE, AUSTIN, TEXAS 78721 ($2.00)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED109903

PUBLICATION DATE: 75

TITLE: HANDBOOK ON MEXICO FOR ELEMENTARY AND SECONDARY TEACHERS.

PERSONAL AUTHOR: GILL, CLARK C.; MELLENBRUCH, JULIA K.

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION; *CULTURAL AWARENESS; CULTURAL BACKGROUND; CURRICULUM DEVELOPMENT; CURRICULUM GUIDES; ELEMENTARY SECONDARY EDUCATION; INSTRUCTIONAL MATERIALS; *MEXICAN AMERICANS; *MEXICANS; RESOURCE MATERIALS; SOCIAL STUDIES; *TEACHING GUIDES

IDENTIFIER: ESEA TITLE VII; MEXICO

DESCRIPTIVE NOTE: 229P.

THIS GUIDE PRESENTS A RATIONALE FOR THE STUDY OF A FOREIGN CULTURE, SPECIFICALLY THE CULTURE OF MEXICO, AND DEVELOPS WAYS OF FITTING THIS CULTURAL EDUCATION INTO THE ELEMENTARY AND SECONDARY EDUCATION CURRICULUM. IT IS FELT THAT THE STUDY OF ANY FOREIGN CULTURE LEADS TO GREATER UNDERSTANDING OF OTHERS AND OF ONESELF. MEXICO IS CHOSEN BECAUSE: (1) IT IS A NEIGHBORING COUNTRY REPRESENTING THE LATIN AMERICAN CULTURAL AREA, (2) IT IS AN EMERGING NATION WITH MANY DESCENDANTS IN THE U.S., AND (3) MUCH UP-TO-DATE MATERIAL ON MEXICO IS AVAILABLE. KEY IDEAS ABOUT MEXICO ARE DEVELOPED AROUND THE AREAS OF PHYSICAL ENVIRONMENT, HISTORICAL BACKGROUND, CONTEMPORARY CULTURE, SOCIETY, AND POLITICAL AND ECONOMIC SITUATION. TEACHING SUGGESTIONS FOR THE IMPLEMENTATION OF EACH OF THESE KEY IDEAS ARE PROVIDED; THEY INCLUDE: DISCUSSIONS OF A PARTICULAR ASPECT OF CULTURE COMPARISON OF SPANISH AND ENGLISH AMERICA, DEBATES ON HISTORICAL ISSUES AND SOCIAL AND POLITICAL PROBLEMS, AND STUDIES OF THE LITERATURE, FOLKLORE, AND MUSIC OF MEXICO. A LIST IS PROVIDED OF BIBLIOGRAPHIES, SPANISH BOOKS, MATERIALS SOURCES, AND CURRICULUM GUIDE MATERIALS. GEOGRAPHICAL INFORMATION AND SOME IMPORTANT DATES ARE PROVIDED IN AN APPENDIX. (AUTHOR/AM)

AVAILABILITY: DISSEMINATION CENTER FOR BILINGUAL BICULTURAL EDUCATION, 6504 TRACOR LANE, AUSTIN, TEXAS 78721 ($1.50)

ACCESSION NUMBER: ED110205

PUBLICATION DATE: 25 JUN 71

TITLE: AN ANALYSIS OF TWO SETS OF MEXICAN-AMERICAN BILINGUAL DATA.

PERSONAL AUTHOR: GINGRAS, ROSARIO C.

DESCRIPTOR: *BILINGUALISM; COMPARATIVE ANALYSIS; *DATA ANALYSIS; *DIALECT STUDIES; INTERVIEWS; LANGUAGE USAGE; *LANGUAGE VARIATION; *MEXICAN AMERICANS; REVIEW (REEXAMINATION)

IDENTIFIER: CALIFORNIA; TEXAS

DESCRIPTIVE NOTE: 14P.

AMONG THE MEXICAN AMERICAN DIALECTS ACTIVITY'S CONCERNS IS THE LINGUISTIC PHENOMENA CHARACTERIZING WHAT HAS BEEN TERMED LOCAL HISPANICIZED ENGLISH (LHE) AND WHETHER OR NOT LHE HAS BECOME AN INSTITUTIONALIZED DIALECT OF AMERICAN ENGLISH. IN ORDER TO ANSWER WHETHER LHE HAS CHARACTERISTICS DISTINGUISHING IT FROM OTHER HISPANICIZED FORMS OF ENGLISH SPOKEN ELSEWHERE IN THE SOUTHWEST, DATA FROM MEXICAN AMERICAN CHILDREN AND ADULTS IN OTHER PARTS OF THE SOUTHWEST MUST BE COMPARED WITH LOCAL DATA. THIS DOCUMENT DESCRIBES 2 SETS OF DATA COLLECTED IN RIVERSIDE, CALIFORNIA AND HARLINGEN, TEXAS CONSISTED OF 38 HOURS OF RECORDED CONVERSATION OF MEXICAN AMERICAN SUBJECTS DURING VARIOUS TYPES OF INTERVIEWS. COMMENTS ARE DIRECTED AT THE LINGUISTIC VARIETY AND QUALITY OF THE MATERIALS AND THE RELEVANCE OF THE MATERIALS TO PRESENT MEXICAN DIALECTS ACTIVITY. (AUTHOR/NQ)

ACCESSION NUMBER: ED110206

PUBLICATION DATE: 5 APR 71

TITLE: A CRITICAL REVIEW OF STANDARD PROCEDURES FOR STUDYING SPANISH-ENGLISH BILINGUALISM.

PERSONAL AUTHOR: GINGRAS, ROSARIO C.

DESCRIPTOR: *BILINGUALISM; ENGLISH (SECOND LANGUAGE); INTERFERENCE (LANGUAGE LEARNING); LANGUAGE RESEARCH; *LANGUAGE USAGE; LINGUISTICS; *LITERATURE REVIEWS; *MEXICAN AMERICANS; *RESEARCH METHODOLOGY; REVIEW (REEXAMINATION); SPANISH

DESCRIPTIVE NOTE: 14P.

RECENTLY ATTENTION HAS BEEN FOCUSED ON THE LANGUAGE PROBLEMS OF THE MEXICAN AMERICAN CHILD. IN ORDER NOT TO DUPLICATE WORK DONE BY OTHER INVESTIGATORS IN THE FIELD, IT IS NECESSARY TO STUDY PREVIOUS PUBLISHED MATERIAL DEALING WITH THE LANGUAGE OF THESE CHILDREN. "A BRIEF STUDY OF SPANISH/ENGLISH BILINGUALISM: FINAL REPORT" (D.M. LANCE, TEXAS A&M UNIVERSITY, 1969) IS ONE OF THE FEW STUDIES DEVOTED TO SPANISH/ENGLISH BILINGUALISM IN THE SOUTHWEST UNITED STATES. THE RESEARCH STUDIES REPORTED IN THAT REPORT ARE REVIEWED IN THIS PAPER. THIS PAPER CONSISTS OF 5 PAPERS PRESENTING PARTIAL ANALYSES OF DATA COLLECTED FROM AN EXPLORATORY RESEARCH PROJECT AIMED AT DESCRIBING THE USE AND CHARACTERISTICS OF THE LANGUAGE FOUND IN A MEXICAN AMERICAN BILINGUAL FAMILY LIVING IN TEXAS AND THE INTERFERENCES BETWEEN ENGLISH AND SPANISH. THE PURPOSE IS TO EVALUATE THOSE METHODOLOGIES EMPLOYED IN TERMS OF THEIR RELEVANCY TO PRESENT ACTIVITY. COMMENTS ARE DIRECTED AT THE TYPE OF RESEARCH METHODOLOGY EMPLOYED IN EACH OF THE 5 SUBPARTS OF THE PAPER AND SUGGESTIONS ARE MADE FOR OVERCOMING SOME OF THE DIFFICULTIES. (AUTHOR/NQ)

158

ACCESSION NUMBER: ED110241

PUBLICATION DATE: JUL 75

TITLE: FACTORS PERPETUATING THE LOW ACADEMIC STATUS OF CHICANO HIGH SCHOOL STUDENTS. RESEARCH AND DEVELOPMENT MEMORANDUM NO. 138.

PERSONAL AUTHOR: FERNANDEZ, CELESTINO; AND OTHERS

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; ASIAN AMERICANS; CAUCASIAN STUDENTS; COMPARATIVE ANALYSIS; *EDUCATIONAL ACCOUNTABILITY; EDUCATIONAL ATTITUDES; *FAILURE FACTORS; *HIGH SCHOOL STUDENTS; LOW ACHIEVERS; *MEXICAN AMERICANS; NEGRO STUDENTS; STUDENT ALIENATION

IDENTIFIER: CALIFORNIA; CHICANOS; *SAN FRANCISCO

DESCRIPTIVE NOTE: 47P.

PERCEPTIONS OF SCHOOLING AMONG CHICANO STUDENTS WERE COMPARED IN 1974 WITH THOSE OF WHITES, BLACKS, AND ASIANS IN SAN FRANCISCO COMPREHENSIVE AND GENERAL HIGH SCHOOLS. THE PRIMARY DATA SOURCE WAS A QUESTIONNAIRE ADMINISTERED TO 770 STUDENTS IN 8 SCHOOLS. SOME COMMON BELIEFS ABOUT THE EDUCATIONAL VALUES OF CHICANO STUDENTS AND THEIR PARENTS WERE EXPLORED AND SHOWN TO BE MYTHS. CHICANO STUDENTS CARED ABOUT SCHOOL AND WERE NOT ALIENATED FROM IT. THEY SAW A CLOSE LINK BETWEEN THEIR SCHOOLING AND THEIR FUTURE OCCUPATIONS. THEY ALSO REPORTED THAT THEIR PARENTS AND OTHERS WHO MATTERED TO THEM CONSIDERED EDUCATION IMPORTANT. BUT CHICANO PERFORMANCE IN HIGH SCHOOL DID NOT FIT THIS IMAGE OF STUDENTS WHO CARED DEEPLY ABOUT SCHOOLING. CHICANOS ENTERED HIGH SCHOOL RELATIVELY LOW IN VERBAL AND MATHEMATICAL SKILLS. WARMTH AND FRIENDLINESS WERE USED BY TEACHERS AS MECHANISMS TO CONTROL THESE LOW-ACHIEVING STUDENTS. TEACHERS ALSO GAVE MORE PRAISE TO STUDENTS WHO WERE LOWEST IN ACADEMIC PERFORMANCE. TEACHERS' FAILURE TO SET CHALLENGING STANDARDS LED CHICANO STUDENTS TO A FALSE VIEW OF THEIR OWN LEVEL OF EFFORT AND SKILL. THE STUDENTS' FAULTY SELF-ASSESSMENT HELPED PERPETUATE A PATTERN OF INSTITUTIONAL DISCRIMINATION. THE WARM AND POSITIVE ACTS OF TEACHERS LED TO THE PRESERVATION OF THE EXISTING STRUCTURE OF INEQUALITY. (AUTHOR/NQ)

ACCESSION NUMBER: ED110253

PUBLICATION DATE: 31 MAY 75

TITLE: MEXICAN-AMERICANS TOMORROW: EDUCATIONAL AND ECONOMIC PERSPECTIVES.

PERSONAL AUTHOR: TYLER, GUS, ED.

DESCRIPTOR: BRACEROS; *CULTURE CONFLICT; ECONOMIC FACTORS; *EDUCATION; ELEMENTARY SECONDARY EDUCATION; FOREIGN RELATIONS; HIGHER EDUCATION; IMMIGRANTS; LABOR UNIONS; *MEXICAN AMERICAN HISTORY; *MEXICAN AMERICANS; MYTHOLOGY; ORGANIZATIONS (GROUPS); POLITICS; *SOCIOECONOMIC BACKGROUND

IDENTIFIER: CHICANOS; *SOUTHWEST

DESCRIPTIVE NOTE: 208P.; FOR RELATED DOCUMENT, SEE ED 110 254

IN THE SUMMER OF 1972, SELECTED EXPERTS ON MEXICAN AMERICAN AFFAIRS ATTENDED A CONFERENCE AT ASPEN INSTITUTE FOR HUMANISTIC STUDIES IN COLORADO. SPONSORED BY THE WEATHERHEAD FOUNDATION, THE CONFERENCE DEALT WITH THE EDUCATIONAL AND ECONOMIC PERSPECTIVES OF THE MEXICAN AMERICANS IN THE SOUTHWEST. THE CONFERENCE'S OBJECTIVE WAS TO CONVERT THE PAPERS SUBMITTED INTO A BOOK--AFTER EACH MANUSCRIPT HAD BEEN DISCUSSED, DEBATED, AND FINALLY POLISHED AGAINST THIS GIVE-AND-TAKE. THESE PAPERS ARE: 1) "INTRODUCTION: A PEOPLE ON THE MOVE"; 2) "THE NEGLECTED CHAPTERS IN MEXICAN AMERICAN HISTORY"; 3) "MEXICAN IMMIGRATION"; 4) "THE ECONOMIC CONDITION OF THE MEXICAN AMERICAN"; 5) "EDUCATIONAL CHALLENGES IN ELEMENTARY AND SECONDARY SCHOOLS"; 6) "HIGHER EDUCATION AND THE MEXICAN AMERICAN"; AND 7) "A PERSPECTIVE ON MEXICAN ORGANIZATIONS". TOPICS COVERED ARE: THE SCOPE, DIVERSITY, HISTORY, AND PRESENT PLIGHT OF THE MEXICAN AMERICAN COMMUNITY; MEXICAN IMMIGRATION; THE MEXICAN AMERICAN'S CURRENT ECONOMIC CONDITION AND EDUCATION; AND WHAT MEXICAN AMERICANS HAVE BEEN DOING THROUGH THEIR OWN ORGANIZATIONS. (NQ)

AVAILABILITY: THE UNIVERSITY OF NEW MEXICO PRESS, ALBUQUERQUE, N. M. 87131 ($4.95, PAPERBACK)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED110254

PUBLICATION DATE: 31 MAY 75

TITLE: THE ECONOMIC CONDITION OF THE MEXICAN-AMERICAN.

PERSONAL AUTHOR: SCHMIDT, FRED H.; KOFORD, KENNETH

DESCRIPTOR: BRACEROS; CULTURAL EXCHANGE; *ECONOMIC FACTORS; *ECONOMICS; FAMILY INCOME; FOREIGN WORKERS; LABOR FORCE; *LOW INCOME GROUPS; *MEXICAN AMERICANS; *MEXICANS; SOCIOECONOMIC INFLUENCES

IDENTIFIER: *SOUTHWEST

DESCRIPTIVE NOTE: 27P.; FOR RELATED DOCUMENT, SEE ED 110 253

PERSONS OF SPANISH HERITAGE CONSTITUTE THE ONLY MINORITY IN THE UNITED STATES WHOSE NUMBERS CONTINUE TO GROW THROUGH LARGE-SCALE IMMIGRATION. MEXICAN NATIONALS, THE "INVISIBLE PEOPLE", INCESSANTLY INFILTRATE THE U.S. POPULATION FROM MEXICO. FROM 1939 THROUGH 1969, MORE THAN 7.4 MILLION NATIONALS ENTERED THE COUNTRY UNLAWFULLY AND WERE APPREHENDED AND EXPATRIATED TO MEXICO. TODAY THERE ARE 6.1 MILLION PERSONS OF SPANISH LANGUAGE IN THE SOUTHWEST. MOST OF THESE HAVE LINGERING TIES WITH MEXICAN CULTURE OR WITH MEXICO ITSELF. THE MEXICAN AMERICAN STUDY PROJECT (UNIVERSITY OF CALIFORNIA, LOS ANGELES) CONCLUDED THAT MEXICAN AMERICANS, IN 1960, STOOD CONSIDERABLY LOWER BY EVERY ECONOMIC YARDSTICK THAN DID ANGLOS IN THE SOUTHWEST. THEIR SITUATION IS COMPOUNDED BY THE MEXICAN NATIONALS WHO COME TO WORK. THE ECONOMIC CONDITION OF MEXICAN AMERICANS IN THE SOUTHWEST IS EXAMINED IN THIS ESSAY. CHANGES SINCE THE MID-60'S ARE DISCUSSED. THE MEXICAN AMERICAN STUDY PROJECT IS BRIEFLY REVIEWED. (NQ)

AVAILABILITY: NOT AVAILABLE SEPARATELY. SEE ED 110 253

ACCESSION NUMBER: ED110255

PUBLICATION DATE: AUG 75

TITLE: PERSONS OF SPANISH ORIGIN IN THE UNITED STATES: MARCH 1975 (ADVANCE REPORT). POPULATION CHARACTERISTICS, CURRENT POPULATION REPORTS.

PERSONAL AUTHOR: FERNANDEZ, EDWARD W., COMP.; AND OTHERS

DESCRIPTOR: ACADEMIC ACHIEVEMENT; AGE; *CENSUS FIGURES; CUBANS; *DEMOGRAPHY; EMPLOYMENT; *ETHNIC ORIGINS; INCOME; MARITAL STATUS; MEXICAN AMERICANS; NATIONAL SURVEYS; *POPULATION TRENDS; PUERTO RICANS; SOCIOECONOMIC STATUS; *SPANISH CULTURE

DESCRIPTIVE NOTE: 10P.

IN MARCH 1975, THERE WERE ABOUT 11.2 MILLION PERSONS OF SPANISH ORIGIN IN THE UNITED STATES. THIS ADVANCE REPORT PRESENTS DATA ON A VARIETY OF SOCIAL, ECONOMIC, AND DEMOCRATIC CHARACTERISTICS FOR THESE PEOPLE. SUBCATEGORIES OF SPANISH ORIGIN ARE: MEXICAN, PUERTO RICAN, CUBAN, CENTRAL AND SOUTH AMERICAN, OR OTHER SPANISH ORIGIN. COLLECTED IN THE MARCH 1975 CURRENT POPULATION SURVEY, STATISTICS ARE GIVEN FOR SUCH CHARACTERISTICS AS AGE, SEX, MARITAL STATUS, EDUCATIONAL ATTAINMENT, MAJOR OCCUPATION, FAMILY INCOME, AND LOW INCOME STATUS. A MORE DETAILED REPORT IS FORTHCOMING. (NQ)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 (SERIES P-20, NO. 283, $0.30)

ACCESSION NUMBER: ED110260

PUBLICATION DATE: JUL 72

TITLE: CHICANO EDUCATION AND THE NATIONAL INSTITUTE OF EDUCATION. REPORT OF A PLANNING CONFERENCE FOR THE NIE PLANNING UNIT.

PERSONAL AUTHOR: ARAGON, JUAN; AND OTHERS

DESCRIPTOR: ARCHIVES; *ATTITUDES; COMPENSATORY EDUCATION; *FEDERAL GOVERNMENT; GOVERNMENT (ADMINISTRATIVE BODY); *MEXICAN AMERICANS; *ORGANIZATIONAL CHANGE; *PROGRAM PLANNING; PROGRAM PROPOSALS

IDENTIFIER: CHICANOS; NIE ARCHIVES

DESCRIPTIVE NOTE: 11P.

IN JULY 1972, MEXICAN AMERICAN EDUCATORS ATTENDED A MEETING IN SAN FRANCISCO, CALIFORNIA, CALLED BY THE NATIONAL INSTITUTE OF EDUCATION (NIE) PLANNING UNIT. PURPOSE OF THE MEETING WAS TO INFORM THESE CHICANO EDUCATORS ABOUT PLANS FOR THE NEW FEDERAL AGENCY, WHICH WAS CREATED IN PARALLEL WITH THE U.S. OFFICE OF EDUCATION (USOE) AND TOOK OVER THE RESEARCH AND DEVELOPMENT FUNCTIONS OF THE USOE. COPIES OF THE PROPOSED LEGISLATION CREATING THE NEW AGENCY AND OTHER PLANNING DOCUMENTS WERE GIVEN TO THE PARTICIPANTS. REPRESENTATIVES OF THE NIE PLANNING UNIT GAVE AN OFFICIAL EXPLANATION. PARTICIPANTS AGREED TO ASSEMBLE A SET OF PAPERS PRESENTING A PRELIMINARY CHICANO REACTION TO THE PLANS READ AND HEARD. WRITTEN BY 5 MEXICAN EDUCATORS ATTENDING THE MEETING, THE PAPERS REFLECT "SERIOUS RESERVATIONS AND IMPORTANT RECOMMENDATIONS MADE BY THE GROUP". THESE 5 PAPERS, GIVEN IN THIS DOCUMENT, ARE ENTITLED: (1) "COMMENTS ON THE PROPOSAL TO ESTABLISH A NATIONAL INSTITUTE OF EDUCATION"; (2) "THE MYTH OF COMPENSATORY EDUCATION"; (3) "A CHICANO VIEW OF THE NATIONAL INSTITUTE OF EDUCATION"; (4) "A BRIEF CRITICISM"; AND (5) "NATIONAL INSTITUTE OF EDUCATION". (NQ)

ACCESSION NUMBER: ED110261

PUBLICATION DATE: 26 JUL 74

TITLE: A REPORT ON THE NATIONAL INSTITUTE OF EDUCATION/NATIONAL EDUCATION TASK FORCE DE LA RAZA SYMPOSIUM (ALBUQUERQUE, NEW MEXICO, JULY 25-26, 1974).

PERSONAL AUTHOR: ESQUIBEL, ANTONIO; CASSO, HENRY J.

DESCRIPTOR: CONFERENCE REPORTS; CURRICULUM; EDUCATIONAL FINANCE; EDUCATIONAL NEEDS; FEDERAL GOVERNMENT; GOVERNANCE; INFORMATION DISSEMINATION; *INSTITUTIONAL ROLE; LINGUISTICS; *MEXICAN AMERICANS; OBJECTIVES; ORGANIZATIONS (GROUPS); POLICY; *PROGRAM DEVELOPMENT; *REVIEW (REEXAMINATION); *SYMPOSIA

IDENTIFIER: CHICANOS

DESCRIPTIVE NOTE: 214P.

PARTICIPATING IN THE "NIE/NATIONAL EDUCATION TASK FORCE DE LA RAZA SYMPOSIUM" WERE 57 OF THE NATION'S TOP CHICANO EDUCATORS. DURING THE SYMPOSIUM'S 2 DAYS, THESE CHICANO EDUCATORS INTERACTED WITH 5 NATIONAL INSTITUTE OF EDUCATION (NIE) STAFF MEMBERS. OBJECTIVES OF THE SYMPOSIUM INCLUDED: (1) TO REVIEW NIE'S 1975-76 MULTICULTURAL AGENDA; (2) TO REVIEW PREVIOUS INPUT CONFERENCE REPORTS; (3) TO IDENTIFY CHICANO FUNDED PROJECTS; (4) TO SEEK COMMITMENTS FROM NIE; AND (5) TO IMPROVE A RAPIDLY DETERIORATING RELATIONSHIP BETWEEN NIE AND THE CHICANO COMMUNITY. SYMPOSIUM ACTIVITIES CONSISTED OF LARGE GROUP PRESENTATIONS AND INTERACTION SESSIONS, AS WELL AS SMALL GROUPWORK SESSIONS. THE PARTICIPANTS HAD AND TOOK THE LATITUDE OF CHANGING THE PROPOSED AGENDA. RECOMMENDATIONS AND ACTION PLANS WERE FORMULATED BY THE PARTICIPANTS IN THE AREAS OF: (1) A COLLEGIUM OF CHICANO SCHOLARS; (2) A R & D CENTER FOR CHICANO EDUCATION; (3) CURRICULUM; (4) LINGUISTICS; (5) PSYCHOLOGICAL TESTING; (6) SOCIOCULTURAL IMPLICATIONS; (7) NIE'S POLICY, GOVERNANCE AND PERSONNEL; (8) TECHNOLOGY AND CHICANO EDUCATION; AND (9) EDUCATIONAL FINANCE AS IT EFFECTS EQUAL EDUCATIONAL OPPORTUNITIES FOR CHICANOS. THIS REPORT, BASED ON THE INFORMATION GENERATED DURING THE SYMPOSIUM, PRESENTS A HISTORICAL REVIEW OF THE SYMPOSIUM'S DEVELOPMENT, OBJECTIVES, ACTIVITIES, AND PARTICIPANTS' RECOMMENDATIONS. (AUTHOR/NQ)

ACCESSION NUMBER: ED110466

PUBLICATION DATE: APR 75

TITLE: BUILT-IN ASSESSMENT INSTRUMENTS IN AN INSTRUCTIONAL PROGRAM DESIGNED FOR SPANISH-SPEAKING CHILDREN.

PERSONAL AUTHOR: MOLINA, HUBERTO

DESCRIPTOR: BILINGUAL STUDENTS; EDUCATIONAL OBJECTIVES; ELEMENTARY EDUCATION; ELEMENTARY SCHOOL STUDENTS; *ENGLISH (SECOND LANGUAGE); INSTRUCTIONAL MATERIALS; *INSTRUCTIONAL PROGRAMS; LANGUAGE SKILLS; PROGRAM EVALUATION; *SECOND LANGUAGE LEARNING; *SPANISH SPEAKING; *STUDENT EVALUATION

DESCRIPTIVE NOTE: 15P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (WASHINGTON, D.C., MARCH 30-APRIL 3, 1975)

INSTRUCTIONAL MATERIALS AND PROCEDURES TO BE USED BY SPANISH-SPEAKING CHILDREN LEARNING ENGLISH CALL FOR ASSESSMENT STRATEGIES NOT NORMALLY EMPLOYED. ASSESSMENT SCORES AID IN THE SELECTION OF STUDENTS, IN STUDENT PLACEMENT, IN IDENTIFYING CHILDREN IN NEED OF REMEDIATION, AND IN ASSESSING STUDENT PERFORMANCE AT THE END OF THE PROGRAM. ASSESSMENT SCORES, ALONG WITH ATTENDANCE RECORDS, ARE USEFUL IN EVALUATING PROGRAM EFFECTIVENESS AND IN CONDUCTING FOLLOWUP STUDIES WHICH EVALUATE STUDENT PROGRESS BEYOND THE PROGRAM. ASSESSMENT STRATEGIES AND PROCEDURES ARE DESCRIBED WHICH HAVE BEEN INCORPORATED INTO SWRL'S ENGLISH LANGUAGE AND CONCEPTS PROGRAM FOR SPANISH-SPEAKING CHILDREN (LCS), A PROGRAM PROVEN TO BE ROBUST AT A HIGH LEVEL OF EFFECTIVENESS. (AUTHOR)

ACCESSION NUMBER: ED110578

PUBLICATION DATE: NOV 73

TITLE: EDUCATION AND ECONOMIC SUCCESS OF URBAN SPANISH-SPEAKING IMMIGRANTS. FINAL REPORT.

PERSONAL AUTHOR: ZISMAN, PAUL M.

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; DEMOGRAPHY; EDUCATIONAL EXPERIENCE; EDUCATIONALLY DISADVANTAGED; FIELD INTERVIEWS; *IMMIGRANTS; JOB DEVELOPMENT; MALES; MANPOWER DEVELOPMENT; MANPOWER NEEDS; MANPOWER UTILIZATION; PARTICIPANT CHARACTERISTICS; SOCIAL MOBILITY; *SOCIOECONOMIC STATUS; *SPANISH SPEAKING; SUBEMPLOYMENT; *URBAN AREAS

IDENTIFIER: DISTRICT OF COLUMBIA

DESCRIPTIVE NOTE: 223P.

THIS CROSS-CULTURAL RESEARCH STUDY, ON 82 RANDOMLY SAMPLED MALE URBAN SPANISH SPEAKING IMMIGRANTS IN THE DISTRICT OF COLUMBIA, ANALYZES THE RELATIONSHIP OF THE IMMIGRANTS' NATIVE EDUCATIONAL ATTAINMENT TO OCCUPATION AND TO INCOME, TO ASSESS THEIR MANPOWER UTILIZATION, AND TO MAKE RECOMMENDATIONS FOR MANPOWER TRAINING PROGRAMS. DATA ON ECONOMIC AND SOCIAL CHARACTERISTICS FOUND THE IMMIGRANTS TO BE MORE SIMILAR TO THE BLACK POPULATION RATHER THAN TO THE SPANISH SPEAKING AND WHITE POPULATIONS IN THE DISTRICT OF COLUMBIA. A POSITIVE RELATION IS SAID TO EXIST BETWEEN NATIVE EDUCATION AND ECONOMIC SUCCESS, AS MEASURED BY OCCUPATION AND EARNINGS, WITH THE FIRST JOB IN THE NATIVE COUNTRY MEDIATING BETWEEN EDUCATION AND ECONOMIC SUCCESS. IMMIGRANTS ARE FOUND TO BE UNDERUTILIZED IN THEIR U.S. OCCUPATIONS AS COMPARED WITH THOSE HELD IN THEIR NATIVE COUNTRIES, AND THOSE IMMIGRANTS HAVING COMPLETED A SECONDARY EDUCATION WERE FOUND TO BE UNDER REPRESENTED IN WHITE COLLAR POSITIONS WHEN COMPARED WITH NONIMMIGRANTS. THE DEVELOPMENT OF POLICIES LEADING TO FACILITATION OF THE TENDENCY OF IMMIGRANTS TO SHIFT FROM THE SERVICE OCCUPATIONS TO BLUE COLLAR OCCUPATIONS WHICH CONFORM TO THEIR PREVIOUS EXPERIENCE IS RECOMMENDED. CHAPTERS INCLUDE BACKGROUND AND RELATED RESEARCH, SAMPLING PROCEDURES, CHARACTERISTICS OF THE SAMPLES, EDUCATION AND ECONOMIC SUCCESS, MANPOWER UTILIZATION, AND CONCLUSIONS AND RECOMMENDATIONS. INSTRUMENTS UTILIZED ARE INCLUDED IN THE APPENDIXES. (AUTHOR/AM)

ACCESSION NUMBER: ED110729

PUBLICATION DATE: 74

TITLE: OPERATION BREAKTHROUGH, 1973-1974. FINAL EVALUATION REPORT. AND: FOURTH QUARTERLY PROGRESS REPORT FOR OPERATION BREAKTHROUGH.

DESCRIPTOR: ATTENDANCE; BUSINESS RESPONSIBILITY; CASE STUDIES; DEMONSTRATION PROJECTS; *ENGLISH (SECOND LANGUAGE); ENGLISH INSTRUCTION; ENROLLMENT INFLUENCES; *ENTRY WORKERS; EXPERIMENTAL PROGRAMS; FAILURE FACTORS; *INDUSTRY; *INPLANT PROGRAMS; ORGANIZATIONAL DEVELOPMENT; PROGRAM EVALUATION; *SPANISH SPEAKING; STANDARDIZED TESTS; STATISTICAL DATA; SUCCESS FACTORS; TABLES (DATA); TEST RESULTS

IDENTIFIER: ATTENDANCE INFLUENCES; *OPERATION BREAKTHROUGH

DESCRIPTIVE NOTE: 57P.

THE DOCUMENT COMPRISES THE FINAL EVALUATION REPORT AND THE FOURTH QUARTERLY PROGRESS REPORT OF OPERATION BREAKTHROUGH, AN EXPERIMENTAL DEMONSTRATION PROJECT TO UPGRADE SPANISH-SPEAKING WORKERS IN ENTRY-LEVEL FACTORY JOBS. TEN CLASSES AT SIX SITES WITH A TOTAL OF 133 STUDENTS WERE HELD; 53 ATTENDED AT LEAST 50 OF THE TOTAL 150 HOURS. CLASSES WERE CONDUCTED EITHER PRIOR TO OR AFTER WORKING HOURS, ALTHOUGH PART OF THE CLASS TIME OVERLAPPED WITH COMPANY TIME; THE COMPANIES' SUPPORT OF THE PROGRAM THUS INVOLVED BOTH TEACHER AND WORKER COMPENSATION. LOW ATTENDANCE RATE WAS A CONSISTENT PROBLEM, BUT ATTENDANCE FIGURES ROSE THE SECOND YEAR, DUE TO THE COMPANIES' INVOLVEMENT IN PLANNING, FINANCING, AND MONITORING THE CLASSES. THREE SETS OF CLASSES OPERATED ACCORDING TO THE INTENTIONS OF THE PROPOSAL AND WERE FOUND TO HAVE FEW OPERATIONAL PROBLEMS WHILE THREE OTHER OF THE ORGANIZATIONS' OPERATIONS LACKED WHAT HAD BEEN IDENTIFIED AS ESSENTIAL ELEMENTS. CLASSROOM AIDES (COMPANY PERSONNEL) WERE USED DURING THE FIRST YEAR, BUT RARELY DURING THE SECOND. THEY WERE VIEWED AS IMPORTANT BY TEACHERS AND ADMINISTRATORS, ALLOWING CLASS FLEXIBILITY AND PROVIDING A RESOURCE FOR JOB-RELATED ENGLISH INSTRUCTION. CONVERSATIONAL ENGLISH WAS DEEMED IMPORTANT TO THE STUDENTS. THE DOCUMENT REPORTS THE RESULTS OF INTERVIEWS, MONITORING VISITS, AND TEST INSTRUMENTS. A PROGRAM GUIDE IS BEING DEVELOPED. (AUTHOR/AJ)

ACCESSION NUMBER: ED110934

PUBLICATION DATE: 75

TITLE: INSTRUCTION BY TUTORING OF THIRD GRADE, BILINGUAL, INNER-CITY CHILDREN IN MEANING VOCABULARY.

PERSONAL AUTHOR: LARSON, ANNA MARIE GUSTAFSON

DESCRIPTOR: DOCTORAL THESES; GRADE 3; *MEXICAN AMERICANS; PRIMARY EDUCATION; *READING ACHIEVEMENT; READING RESEARCH; SELF CONCEPT; STUDENT ATTITUDES; *TUTORING; URBAN EDUCATION; *VERBAL ABILITY; *VOCABULARY

DESCRIPTIVE NOTE: 178P.; PH.D. DISSERTATION, UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

THE RELATIVE VALUE OF INDIVIDUAL OR SMALL GROUP TUTORING AND ISOLATED OR CONTEXTUAL PHRASE PRESENTATION ON THE READING ACHIEVEMENT SCORES, SELF-CONCEPTS, AND READING ATTITUDES OF 78 INNER-CITY THIRD-GRADE MEXICAN-AMERICAN SUBJECTS WAS EXPLORED IN THIS STUDY. ALL SUBJECTS RECEIVED REGULAR CLASSROOM READING INSTRUCTION, BUT THE CONTRAST GROUP WAS INSTRUCTED IN MATHEMATICS FACTS DURING THE TIME THAT THE EXPERIMENTAL GROUPS RECEIVED INDIVIDUAL OR SMALL-GROUP TUTORING ON ISOLATED WORDS OR WORDS IN CONTEXT. NO SIGNIFICANT DIFFERENCES WERE FOUND BETWEEN INDIVIDUALLY AND GROUP-TUTORED SUBJECTS OR BETWEEN ISOLATED WORD OR CONTEXT PRESENTATION WHEN READING ACHIEVEMENT WAS MEASURED BY VOCABULARY, COMPREHENSION ALONE, AND COMBINED VOCABULARY AND COMPREHENSION. NO SIGNIFICANT DIFFERENCE WAS FOUND BETWEEN EACH OF THE EXPERIMENTAL GROUPS AND THE CONTROL GROUP (WHICH RECEIVED NO WORD INSTRUCTION). ALL EXPERIMENTAL SUBJECTS DEMONSTRATED A SIGNIFICANT DIFFERENCE BETWEEN PRETEST AND POSTTEST VOCABULARY SCORES. THE FINDINGS SUGGESTED THAT ABSENTEEISM AFFECTS SCHOOL READING ACHIEVEMENT, THERE IS A POSITIVE RELATIONSHIP BETWEEN VERBAL INTELLIGENCE AND READING ACHIEVEMENT, AND TUTORING RESULTS IN IMPROVED SELF-CONCEPTS AND ATTITUDES TOWARD READING. (AUTHOR/MKM)

AVAILABILITY: UNIVERSITY MICROFILMS, P.O. BOX 1764, ANN ARBOR, MICHIGAN 48106 (ORDER NO. 75-14,132, MFILM-$5.00, XEROGRAPHY-$11.00)

DOCUMENT NOT AVAILABLE FROM EDRS

168

ACCESSION NUMBER: ED110954

PUBLICATION DATE: MAR 75

TITLE: MONOLINGUALS TEACHING BILINGUALS: READING IN ESL FOR SPANISH SPEAKERS.

PERSONAL AUTHOR: TASCHOW, HORST G.

DESCRIPTOR: *BILINGUALISM; ELEMENTARY SECONDARY EDUCATION; *ENGLISH (SECOND LANGUAGE); *LESSON PLANS; LITERATURE REVIEWS; MONOLINGUALISM; NATIVE SPEAKERS; PHONOLOGY; *SECOND LANGUAGE LEARNING; *SPANISH SPEAKING; TEACHING METHODS

DESCRIPTIVE NOTE: 14P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE WESTERN COLLEGE READING ASSOCIATION (8TH, ANAHEIM, CALIFORNIA, MARCH 20-22, 1975)

THE PURPOSE OF THIS PAPER IS TO EXAMINE PERTINENT RESEARCH CONCERNED WITH TEACHING ENGLISH AS A SECOND LANGUAGE (ESL) TO SPEAKERS OF SPANISH, TO ANALYZE FUNDAMENTAL PROBLEMS SPANISH SPEAKERS MAY EXPERIENCE WHEN TAUGHT TO READ AND LEARN IN THE TARGET LANGUAGE ENGLISH, AND TO SUGGEST PRACTICES FOR TEACHERS OF ESL TO ASSIST SPANISH-ENGLISH BILINGUAL READERS IN THEIR SPECIFIC LINGUISTIC NEEDS. FOLLOWING A BRIEF REVIEW OF THE LITERATURE ON THE TEACHING OF ENGLISH AS A SECOND LANGUAGE, FUNDAMENTAL LANGUAGE DIFFERENCES ARE DISCUSSED, AND PHONOLOGICAL ASPECTS OF CONSONANTS AND VOWELS AS SPANISH SPEAKERS READING ENGLISH WORDS MAY PRONOUNCE AND INTERPRET THEM ARE EXAMINED. A LESSON FOR THE NATIVE SPEAKER OF SPANISH IS SUGGESTED IN A STEP-BY-STEP PRESENTATION. (LL)

ACCESSION NUMBER: ED110956

PUBLICATION DATE: 75

TITLE: A TWO YEAR REPORT ON AN INNER CITY SCHOOL'S READING ACHIEVEMENT CENTER.

PERSONAL AUTHOR: TREPPER, TERRY STEVEN

DESCRIPTOR: DIFFERENTIATED STAFFS; *INDIVIDUALIZED READING; INTERMEDIATE GRADES; *MEXICAN AMERICANS; MOTIVATION; READING ACHIEVEMENT; *READING CENTERS; READING DIAGNOSIS; *READING IMPROVEMENT; *READING PROGRAMS; URBAN EDUCATION

DESCRIPTIVE NOTE: 20P.

THE READING ACHIEVEMENT CENTER, AT THE MURCHISON SCHOOL IN THE MEXICAN-AMERICAN COMMUNITY OF EAST LOS ANGELES, OFFERS AN INDIVIDUALIZED READING PROGRAM FOR GRADES 3-6; THE PROGRAM WAS BEGUN IN THE FALL OF 1972 AND INCLUDES INSERVICE TEACHER TRAINING, EXPERIMENTATION WITH NEW SYSTEMS, AND A COMMITMENT TO HELP CHILDREN DEVELOP A POSITIVE SELF-CONCEPT. THE FOLLOWING FOUR BASIC SYSTEMS ARE INVOLVED IN THE CENTER'S PROGRAMS: A DIAGNOSTIC SYSTEM, IN WHICH EACH CHILD, UPON ENTERING THE SCHOOL, IS TESTED THOROUGHLY BY A READING GUIDE TO DETERMINE READING ACCOMPLISHMENTS, NEEDS, AND POTENTIAL; A PRESCRIPTIVE SYSTEM, DEVELOPED BY THE PROFESSIONAL STAFF USING RESULTS OF THE DIAGNOSTIC TESTS AND INCLUDING A VARIETY OF MATERIALS AND ACTIVITIES; A STAFFING SYSTEM, CONSISTING OF THREE KINDS OF STAFF--DIRECTORS (CREDENTIALED PUBLIC SCHOOL TEACHERS), GUIDES (ONE FOR EVERY FIVE CHILDREN), AND CLERICAL WORKERS; AND A MOTIVATIONAL SYSTEM, USING THREE METHODS OF MOTIVATION--EXTRINSIC AND INTRINSIC MOTIVATION AND POSITIVE ENVIRONMENT. RESULTS OF POSTTESTING OF A RANDOM SAMPLE OF CHILDREN AFTER TWO YEARS SHOW AN OVERALL POSITIVE GROWTH PATTERN, WITH ACCELERATED RATES OF GROWTH SHOWING AN AVERAGE INCREASE OF 25 PERCENT IN READING ACHIEVEMENT. (TABLES ARE INCLUDED.) (JM)

ACCESSION NUMBER: ED111002

PUBLICATION DATE: 72

TITLE: AN ANALYSIS OF THE LINGUISTIC CHARACTERISTICS OF THE ENGLISH FOUND IN A SET OF MEXICAN-AMERICAN CHILD DATA.

PERSONAL AUTHOR: CASTRO-GINGRAS, ROSARIO

DESCRIPTOR: *AMERICAN ENGLISH; CHILD LANGUAGE; LANGUAGE RESEARCH; *LINGUISTIC PERFORMANCE; *MEXICAN AMERICANS; ORAL EXPRESSION; PRIMARY EDUCATION

DESCRIPTIVE NOTE: 21P.

A SET OF DATA COLLECTED BY RESEARCHERS AT THE UNIVERSITY OF CALIFORNIA AT RIVERSIDE AND PRESENTED TO THE SOUTHWEST REGIONAL LABORATORY (SWRL) IS DESCRIBED IN THIS DOCUMENT. THE DATA CONSIST OF 14 HOURS OF RECORDED INTERVIEWS OF 60 MEXICAN-AMERICAN CHILDREN IN RIVERSIDE IN GRADES 1-3. COMMENTS ARE DIRECTED AT THE LINGUISTIC CHARACTERISTICS OF THE ENGLISH SPOKEN BY THE SUBJECTS. THOSE LINGUISTIC FEATURES THAT ARE DISTINCT FROM SOUTHWESTERN ENGLISH ARE THEN NOTED. FURTHER COMMENTS ARE DIRECTED AT THE QUALITY OF THE MATERIALS AND AT THE RELEVANCY OF THE MATERIALS TO PRESENT SWRL ACTIVITY. (AUTHOR/JM)

ACCESSION NUMBER: ED111020

PUBLICATION DATE: 73

TITLE: A STUDENT'S GUIDE TO REFERENCE RESOURCES IN SPANISH LITERATURE.

DESCRIPTOR: *ANNOTATED BIBLIOGRAPHIES; *ENGLISH INSTRUCTION; HIGHER EDUCATION; *LITERARY CRITICISM; LITERATURE GUIDES; REFERENCE MATERIALS; *RESOURCE GUIDES; SPANISH AMERICANS; *SPANISH LITERATURE

DESCRIPTIVE NOTE: 17P.

COMPILED TO ASSIST STUDENTS IN STUDYING THE LITERATURE OF SPAIN AND SPANISH AMERICA, THIS ANNOTATED GUIDE CONTAINS BRIEF LISTINGS IN EACH OF THE FOLLOWING CATEGORIES: BIBLIOGRAPHIES OF BIBLIOGRAPHIES; HISTORIES OF LITERATURE; DICTIONARIES, LITERATURE; ENCYCLOPEDIAS; DICTIONARIES, LANGUAGE; BIOGRAPHY; BIBLIOGRAPHIC GUIDES; SOURCES OF LITERARY CRITICISM; GENERAL BIBLIOGRAPHIES; LITERARY BIBLIOGRAPHIES, THEATER; LITERARY BIBLIOGRAPHIES, POETRY; BIBLIOGRAPHIES OF WORKS ABOUT INDIVIDUAL AUTHORS; GUIDE TO JOURNALS; NATIONAL AND TRADE BIBLIOGRAPHIES; THESES GUIDES; AND TRANSLATIONS AND TRANSLATION SOURCES. THE GUIDE IS ARRANGED TO LEAD THE STUDENT FROM SOURCES WHICH PROVIDE AN OVERVIEW OF THE LITERATURE TO LITERARY CRITICISM AND SPECIALIZED BIBLIOGRAPHIES. TOOLS FOR VERIFYING TITLES, EDITIONS, AND OTHER INFORMATION ARE INCLUDED, AS ARE SOURCES FOR TRANSLATIONS. (JM)

ACCESSION NUMBER: ED111181

PUBLICATION DATE: AUG 74

TITLE: NEW APPROACHES TO BILINGUAL BICULTURAL EDUCATION, NO. 1: A NEW PHILOSOPHY OF EDUCATION.

PERSONAL AUTHOR: CASTANEDA, ALFREDO; AND OTHERS

DESCRIPTOR: *ACCULTURATION; BICULTURALISM; *BILINGUAL EDUCATION; BILINGUALISM; BILINGUAL STUDENTS; BILINGUAL TEACHERS; *COMPENSATORY EDUCATION; CULTURAL DIFFERENCES; CULTURAL PLURALISM; EDUCATIONAL IMPROVEMENT; EDUCATIONAL INNOVATION; EDUCATIONALLY DISADVANTAGED; *EDUCATIONAL PHILOSOPHY; *MEXICAN AMERICANS; PUBLIC EDUCATION; TEACHER EDUCATION; TEACHING GUIDES

IDENTIFIER: ELEMENTARY SECONDARY EDUCATION ACT TITLE VII; ESEA TITLE VII

DESCRIPTIVE NOTE: 22P.; FOR RELATED DOCUMENTS, SEE ED 111 178-180

THIS TEACHING MANUAL IS THE FIRST IN A SERIES OF SEVEN (ACCOMPANIED BY A MANUAL OF SELF-ASSESSMENT UNITS) THAT HAVE BEEN DESIGNED FOR USE IN BILINGUAL/BICULTURAL PROGRAMS. THE COMPONENTS OF THE SERIES MAY BE USED EITHER INDIVIDUALLY OR TOGETHER. THIS MANUAL EXPLORES THE MANY ISSUES CONCERNING THE RESPONSIBILITIES OF PUBLIC EDUCATION TO THE MEXICAN-AMERICAN CHILD. A CRITICAL EXAMINATION IS MADE OF ASSUMPTIONS OF COMPENSATORY EDUCATION. THE MELTING POT THEORY, OR ENFORCED ACCULTURATION, IS CONTRASTED TO CULTURAL DEMOCRACY OR ACCULTURATION ASSISTANCE. THIS VIEW GOES BEYOND RECOGNITION AND RESPECT TO USE AND REINFORCEMENT OF CULTURE AS AN INTEGRAL PART OF THE MAJORITY CULTURE. (AUTHOR/AM)

AVAILABILITY: DISSEMINATION CENTER FOR BILINGUAL BICULTURAL EDUCATION, 6504 TRACOR LANE, AUSTIN, TEXAS 78721 ($0.60, SET OF EIGHT MANUALS $5.20)

ACCESSION NUMBER: ED111199

PUBLICATION DATE: 72

TITLE: UNDERSTANDING SPANISH-SPEAKING CULTURES. SELECTED CONCEPTS, THAT MAY BE DEVELOPED AT SPANISH LEVEL I.

PERSONAL AUTHOR: SCOTT, JOSEPH REID

DESCRIPTOR: *CULTURAL AWARENESS; *CULTURAL EDUCATION; FOREIGN CULTURE; INSTRUCTIONAL MATERIALS; LANGUAGE INSTRUCTION; LANGUAGE TEACHERS; MANUALS; MEXICANS; SECOND LANGUAGE LEARNING; *SPANISH; *SPANISH CULTURE; SPANISH SPEAKING; *TEACHING GUIDES

DESCRIPTIVE NOTE: 68P.; FOR RELATED DOCUMENT, SEE ED 111 200

THE HYPOTHESIS UNDERLYING THIS VOLUME IS THAT CERTAIN CULTURAL FACTS ARE NECESSARY TO UNDERSTAND AND USE A LANGUAGE CORRECTLY. THE BOOK WAS PREPARED TO INSTRUCT THE LANGUAGE TEACHER ON CONCEPTS OF SPANISH AND LATIN AMERICAN (CHIEFLY MEXICAN) CULTURE TO BE TAUGHT IN A BEGINNING SPANISH CLASS. THE CONCEPTS ARE CROSS-REFERENCED TO BE USED WITH FIVE MAJOR SPANISH TEXTS. THE FIRST FOUR CHAPTERS OF THE MANUAL ARE DEVOTED TO DEFINING CULTURE AND EXAMINING CULTURAL PHENOMENA, VALUES OF CULTURAL STUDY AND METHODS OF TEACHING CULTURE. THE REST OF THE BOOK CONTAINS INSTRUCTIONAL ESSAYS FOR THE TEACHER OF 42 ASPECTS OF LIFE IN SPANISH-SPEAKING COUNTRIES, FROM USE OF TITLES AND NICKNAMES THROUGH SOCIAL AMENITIES, RESTAURANTS AND EATING CUSTOMS, SPORTS, THEATER AND MOVIES, THE SPANISH CALENDAR AND USE OF CERTAIN VOCABULARY. ESSAYS ARE FOLLOWED BY SUGGESTIONS FOR CLASS DISCUSSION AND DRILL. A BIBLIOGRAPHY ON TEACHING CULTURE IS APPENDED. (CHK)

AVAILABILITY: ALAMEDA COUNTY EDUCATION CENTER, RM. 45, 685 A. ST., HAYWARD, CALIF. 94541 ($3.50)

ACCESSION NUMBER: ED111452

PUBLICATION DATE: AUG 74

TITLE: AN EXAMINATION OF THE CHICANO ADVISORY COMMITTEE'S EFFECT ON THE ESTABLISHMENT OF COLLEGE POLICY AND AN EXAMINATION OF THE COMMITTEE'S IMPLEMENTATION OF A CHICANO RECRUITMENT PROJECT.

PERSONAL AUTHOR: HERNANDEZ, EDWARD, JR.

DESCRIPTOR: *ADVISORY COMMITTEES; AFFIRMATIVE ACTION; COMMUNITY INVOLVEMENT; *JUNIOR COLLEGES; *MEXICAN AMERICANS; MINORITY GROUP TEACHERS; *POLICY FORMATION; PROGRAM EVALUATION; *RECRUITMENT; STUDENT PARTICIPATION; TEACHER PARTICIPATION

DESCRIPTIVE NOTE: 50P.; ED.D. PRACTICUM, NOVA UNIVERSITY

A QUESTIONNAIRE WAS DEVELOPED AND ADMINISTERED TO 200 PRESENT AND PAST CHICANO ADVISORY COMMITTEE (CAC) MEMBERS, INCLUDING CHICANO AND NON-CHICANO FACULTY, COLLEGE ADMINISTRATORS, AND CHICANO STUDENTS, STAFF, AND COMMUNITY MEMBERS. INFORMATION WAS GATHERED ON THE ROLE THE CAC PLAYS IN POLICY-MAKING AT PASADENA CITY COLLEGE (CALIFORNIA). RESPONDENTS GENERALLY FELT THAT CAC IS AN IMPORTANT AND POSITIVE CONTRIBUTOR TO THE COLLEGE'S POLICY-MAKING PROCESS, ALTHOUGH IMPROVEMENTS, ESPECIALLY IN THE AREAS OF COMMITTEE AUTHORITY, SPEED, AND VISIBILITY, NEED TO BE IMPLEMENTED. ANOTHER QUESTIONNAIRE WAS DEVELOPED AND ADMINISTERED TO 400 CHICANO STUDENTS, FACULTY, ADMINISTRATORS, MEMBERS OF THE CHICANO RECRUITMENT STAFF, AND PRESENT AND PAST MEMBERS OF THE CAC, IN ORDER TO MEASURE THE EFFECTIVENESS AND DIRECTION OF THE CHICANO RECRUITMENT PROJECT. WHILE VIEWING PRESENT RECRUITING EFFORTS AS EFFECTIVE AND POSITIVE, RESPONDENTS FELT THAT A MORE INTENSIVE EFFORT IS NEEDED, WITH INCREASED FUNDING AND STAFF, AND MORE VARIED RECRUITING METHODS. THE AUTHOR PROVIDES A MODEL FOR A CHICANO RECRUITMENT PROJECT, INCLUDING STEPS NEEDED TO DEVELOP A MORE EFFECTIVE PROGRAM. IN ADDITION, SUGGESTIONS FOR THE DEVELOPMENT OF MORE EFFECTIVE CAC OPERATING PROCEDURES ARE PRESENTED. A BIBLIOGRAPHY IS INCLUDED, AND THE QUESTIONNAIRE RESULTS ARE APPENDED. (NHM)

ACCESSION NUMBER: ED111536

PUBLICATION DATE: AUG 75

TITLE: VARIATIONS IN MEXICAN-AMERICAN FAMILY LIFE: A REVIEW SYNTHESIS.

PERSONAL AUTHOR: MILLER, MICHAEL V.

DESCRIPTOR: DATING (SOCIAL); *FAMILY LIFE; *FAMILY RELATIONSHIP; FAMILY ROLE; INTERMARRIAGE; *LITERATURE REVIEWS; *MEXICAN AMERICANS; *RESEARCH; REVIEW (REEXAMINATION); SOCIOCULTURAL PATTERNS; SOCIOLOGY

DESCRIPTIVE NOTE: 38P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE RURAL SOCIOLOGICAL SOCIETY (SAN FRANCISCO, CALIFORNIA, AUGUST 1975)

A REVIEW OF THE PUBLISHED EMPIRICAL LITERATURE ON FAMILIES IN THE SEVERAL AREAS OF CONCENTRATED MEXICAN AMERICAN SETTLEMENT (PRIMARILY CALIFORNIA, ARIZONA, COLORADO, NEW MEXICO, TEXAS, AND VARIOUS CITIES IN THE MIDWEST) IS PRESENTED IN THIS PAPER. OBJECTIVE IS TO PROVIDE A FRAME OF REFERENCE ON THE SOCIOLOGY OF MEXICAN AMERICAN FAMILIES. VARIATIONS IN FAMILY BEHAVIOR APPEAR TO BE LINKED TO SUCH FACTORS AS SOCIOECONOMIC STATUS, NATIVITY, AGE AND GENERATION, SPECIFIC PLACE OF RESIDENCE, AND LANGUAGE USE PATTERNS. THEREFORE, THIS SYNTHESIS IS CONCERNED WITH FAMILY VARIANCE "PER SE" BY CONSIDERING A NUMBER OF RELEVANT FACTORS (I.E., AGE, OCCUPATIONAL STATUS, EDUCATIONAL ATTAINMENT, AND COMMUNITY OF RESIDENCE). STUDIES DEALING WITH THE FOLLOWING TOPICS ARE CITED: 1) THE EXTENDED FAMILY; 2) FAMILY ROLES; 3) DATING AND COURTSHIP; 4) RITUAL KINSHIP RELATIONS; AND 5) INTERMARRIAGE. THE PAPER IS CONCLUDED WITH SOME GENERAL COMMENTS ON FAMILY DISORGANIZATION AND FAMILY PERSISTENCE. (NQ)

ACCESSION NUMBER: ED111540

PUBLICATION DATE: 75

TITLE: PERSPECTIVES ON CHICANO EDUCATION.

PERSONAL AUTHOR: GONZALES, TOBIAS, ED.; GONZALES, SANDRA, ED.

DESCRIPTOR: BILINGUAL EDUCATION; *EDUCATIONAL ASSESSMENT; *EDUCATIONAL CHANGE; EDUCATIONAL LEGISLATION; ETHNIC STUDIES; FEDERAL LEGISLATION; FILMS; *GOVERNANCE; INSERVICE TEACHER EDUCATION; LITERATURE REVIEWS; *MEXICAN AMERICANS; PROBLEM SOLVING; STUDENT ATTITUDES; *STUDENT PUBLICATIONS

IDENTIFIER: *CHICANOS

DESCRIPTIVE NOTE: 173P.; FOR RELATED DOCUMENTS, SEE ED 111 541-544

WRITTEN BY STANFORD UNIVERSITY STUDENTS, THE 9 ARTICLES IN THIS PUBLICATION REFLECT STUDENT IDEAS ON CHICANO EDUCATION. THEIR AIM IS TO STIMULATE NEW IDEAS AND DISCUSSION ON RAZA EDUCATION. THE MAJORITY OF THE ARTICLES WERE WRITTEN BY STUDENTS IN THE DEPARTMENT OF EDUCATION AND BY STUDENTS WORKING TOWARD A PH.D. DEGREE. DIVIDED INTO 3 PARTS, THE ARTICLES DISCUSS EDUCATIONAL REFORM, CURRENT APPROACHES TO SCHOOL GOVERNANCE, AND EDUCATIONAL REVIEW. ARTICLES IN PART I ARE: (1) "AN IN-SERVICE RATIONALE FOR EDUCATORS WORKING WITH MEXICAN AMERICAN STUDENTS,", (2) "NO ONE SINGLE SOLUTION", AND (3) "A CROSS-NATIONAL ANALYSIS OF CHINESE AND AMERICAN EDUCATIONAL REFORMS: APPLICABILITY AND INAPPLICABILITY TO THE EDUCATION OF THE CHICANO IN THE UNITED STATES". PART II CONSISTS OF 2 ARTICLES: (1) "AN ECONOMIC ANALYSIS OF BILINGUAL BICULTURAL EDUCATION LEGISLATION AT THE FEDERAL LEVEL", AND (2) "CULTURAL PLURALISM, SCHOOL GOVERNANCE, AND THE CHICANO COMMUNITY". THE 4 ARTICLES IN PART III ARE: (1) "A STUDY OF THE NATURE OF CHICANO STUDIES DERIVED FROM TWELVE PROPOSALS FOR CHICANO STUDIES", (2) "EARLY BILINGUALISM AND COGNITION: A SURVEY OF THE LITERATURE", (3) "PROBLEM SOLVING: A REVIEW", AND (4) "TOWARD THE DEVELOPMENT OF RAZA CINEMA". (NQ)

AVAILABILITY: OFFICE OF CHICANO AFFAIRS, STANFORD UNIVERSITY, BUILDING 1, ROOM 1B, STANFORD, CALIFORNIA 94305 ($2.00)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED111542

PUBLICATION DATE: 75

TITLE: AN ECONOMIC AND POLITICAL ANALYSIS OF BILINGUAL BICULTURAL EDUCATION LEGISLATION AT THE FEDERAL LEVEL.

PERSONAL AUTHOR: GONZALES, TOBIAS

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION; *EDUCATIONAL FINANCE; *EDUCATIONAL LEGISLATION; *FEDERAL GOVERNMENT; *MEXICAN AMERICANS; PERSONNEL; POLICY FORMATION; POLITICS

DESCRIPTIVE NOTE: 16P.; FOR RELATED DOCUMENTS, SEE ED 111 540-544

THE BILINGUAL ACT FIRST BECAME LAW AS A PART OF THE ELEMENTARY AND SECONDARY EDUCATION AMENDMENTS OF 1967. AT THAT TIME CONGRESS APPROPRIATED $7 1/2 MILLION FOR BILINGUAL EDUCATION PROGRAMS. IN 1974 ACCORDING TO "EDUCATION DAILY" NEARLY $60 MILLION WILL BE SPENT. THIS PAPER MAKES AN ECONOMIC AND POLITICAL ANALYSIS OF CURRENT BILINGUAL LEGISLATION AND FUNDING AT THE FEDERAL LEVEL. RECOMMENDATIONS ON POLICY AND BUDGET FOR THE 1975-76 SCHOOL YEAR ARE ALSO MADE. DIVIDED INTO 5 MAJOR AREAS, THE PAPER DISCUSSES: (1) THE KEY ISSUES BEHIND BILINGUAL EDUCATION, (2) THE MERITS AND DRAWBACKS OF CURRENT LEGISLATION, (3) RELEVANT STUDIES THAT ARE SIGNIFICANT FOR BILINGUAL PROGRAMS, (4) POSITIONS OF VARIOUS POWERFUL VOTING GROUPS, AND (5) RECOMMENDATIONS FOR FUTURE POLICY AND FUNDING. (AUTHOR/NQ)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 111 540

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED111543

PUBLICATION DATE: 75

TITLE: A STUDY OF THE NATURE OF CHICANO STUDIES DERIVED FROM TWELVE PROPOSALS FOR CHICANO STUDIES WRITTEN BETWEEN 1968 AND 1974: A TENTATIVE DESCRIPTION.

PERSONAL AUTHOR: ZUNIGA, ALFRED I.; RIGBY-ACOSTA, BARBARA

DESCRIPTOR: COMMUNITY ROLE; CONFLICT; *EDUCATIONAL ALTERNATIVES; *ETHNIC STUDIES; *MEXICAN AMERICANS; *PROGRAM PROPOSALS; *REVIEW (REEXAMINATION); STUDENT ROLE; TEACHER ROLE

IDENTIFIER: *CHICANOS

DESCRIPTIVE NOTE: 22P.; FOR RELATED DOCUMENTS, SEE ED 111 540-544

BY EXAMINING 12 PROPOSALS FOR CHICANO STUDIES WRITTEN BETWEEN 1968 AND 1974, THIS PAPER ATTEMPTS TO ANSWER THE FOLLOWING QUESTIONS: (1) "WHAT ARE THE ENDS OF CHICANO STUDIES?", AND (2) "WHAT IS MEANT BY THE TERM 'CHICANO STUDIES'?" MATERIAL FOR REFLECTION REGARDING WHAT THE PROPOSALS HAVE COLLECTIVELY DESCRIBED AS THE ESSENCE OF CHICANO STUDIES IS PRESENTED. THE PAPER TAKES AN IN-DEPTH VIEW AS TO THE EXTRINSIC (CHICANO COMMUNITY) AND INTRINSIC (INSTITUTIONS OF FORMAL EDUCATION) RATIONALE OF CHICANO STUDIES. THE PAPER ALSO IDENTIFIES THE ROLE OF COMMUNITY, STUDENTS, AND STAFF; DESCRIBES THE NATURE OF CHICANO STUDIES; DESCRIBES THE CONFLICT BETWEEN CHICANO STUDIES AND THE EDUCATIONAL SYSTEM; AND PROPOSES ALTERNATIVES FOR CHICANO STUDIES. (AUTHOR/NQ)

AVAILABILITY: NOT AVAILABLE SEPARATELY, SEE ED 111 540

ACCESSION NUMBER: ED111556

PUBLICATION DATE: 75

TITLE: FINAL EVALUATION REPORT OF THE SAN MARCOS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT'S BILINGUAL EDUCATION PROGRAM, 1974-1975.

PERSONAL AUTHOR: HARRISON, HELENE W.

DESCRIPTOR: ACHIEVEMENT TESTS; ANGLO AMERICANS; *BILINGUAL EDUCATION; *ELEMENTARY SCHOOL STUDENTS; ENGLISH (SECOND LANGUAGE); LANGUAGE INSTRUCTION; *MEXICAN AMERICANS; *PROGRAM EVALUATION; SELF CONCEPT; STANDARDIZED TESTS; STATISTICAL DATA; *TEST RESULTS; VOCABULARY DEVELOPMENT

IDENTIFIER: ELEMENTARY SECONDARY EDUCATION ACT TITLE VII; ESEA TITLE VII; *TEXAS (SAN MARCOS)

DESCRIPTIVE NOTE: 80P.; FOR RELATED DOCUMENT, SEE ED 091 107

THE PROGRAM IS PRIMARILY DESIGNED TO PROVIDE BILINGUAL EDUCATION FOR PUPILS, IN GRADES K-6, WITH LIMITED ENGLISH-SPEAKING ABILITY. DUE TO PARENTAL REQUESTS, APPROXIMATELY 16 PERCENT MONOLINGUAL ENGLISH-SPEAKERS HAVE BEEN ACCEPTED INTO THE PROGRAM. OF THE 529 CHILDREN ENROLLED IN THE PROGRAM, 89 PERCENT HAVE SPANISH SURNAMES. OBJECTIVES FOR THE MEXICAN AMERICAN PUPILS ARE TO: (1) PREVENT THEIR EDUCATIONAL RETARDATION BY INSTRUCTING THEM IN SPANISH WHILE DEVELOPING THEIR COMMAND OF ENGLISH; (2) ENHANCE THEIR UNDERSTANDING AND COGNITIVE DEVELOPMENT IN BOTH LANGUAGES; AND (3) INSTILL A KNOWLEDGE OF AND PRIDE IN THEIR BICULTURAL HERITAGE. OBJECTIVES FOR ANGLO PUPILS ARE TO: (1) GIVE THEM THE OPPORTUNITY TO BECOME BILINGUAL AND LITERATE IN 2 LANGUAGES AND (2) BROADEN THEIR OUTLOOK AND ENHANCE THEIR UNDERSTANDING OF OTHER PEOPLES. PROGRAM COMPONENTS ARE: DEVELOPMENT OF AND REVISION OF CURRICULUM MATERIALS FOR BILINGUAL CLASSES, BILINGUAL INSTRUCTION IN GRADES K-6, STAFF DEVELOPMENT, AND PARENTAL AND COMMUNITY INVOLVEMENT. THIS 1974-75 EVALUATION REPORT DEALS ONLY WITH THE INSTRUCTIONAL COMPONENT. DISCUSSED ARE THE RESULTS FROM THE: PEABODY PICTURE VOCABULARY TEST, BOEHM TEST OF BASIC CONCEPTS, COMPREHENSIVE TEST OF BASIC SKILLS, PRUEBA DE LECTURA (SPANISH READING TEST), BILINGUAL EDUCATION PROGRAM TEST IN SOCIAL STUDIES AND SCIENCE (GIVEN IN THE APPENDIX), AND PROJECTED SELF-CONCEPT INVENTORY. (NQ)

ACCESSION NUMBER: ED111557

PUBLICATION DATE: 75

TITLE: FINAL EVALUATION REPORT OF THE HARLANDALE INDEPENDENT SCHOOL DISTRICT'S BILINGUAL EDUCATION PROGRAM, 1974-75.

PERSONAL AUTHOR: HARRISON, HELENE W.

DESCRIPTOR: ACHIEVEMENT TESTS; *BILINGUAL EDUCATION; *ELEMENTARY SCHOOL STUDENTS; ENGLISH (SECOND LANGUAGE); JUNIOR HIGH SCHOOL STUDENTS; LANGUAGE INSTRUCTION; *MEXICAN AMERICANS; *PROGRAM EVALUATION; READING ACHIEVEMENT; SELF CONCEPT; STANDARDIZED TESTS; STATISTICAL DATA; *TEST RESULTS; VOCABULARY DEVELOPMENT

IDENTIFIER: ELEMENTARY SECONDARY EDUCATION ACT TITLE VII; ESEA TITLE VII; *TEXAS (HARLANDALE)

DESCRIPTIVE NOTE: 82P.; FOR RELATED DOCUMENT, SEE ED 091 108

COMPRISED OF PRE-K-6 AND LLD (LANGUAGE LEARNING DISABILITY) CLASSROOMS, THE PROGRAM IS DESIGNED TO PROVIDE BILINGUAL EDUCATION FOR PUPILS WHO HAVE LIMITED ENGLISH SPEAKING ABILITY. THERE ARE 1,612 PUPILS FROM 7 ELEMENTARY SCHOOLS AND 1 JUNIOR HIGH SCHOOL. PROGRAM OBJECTIVES ARE TO: (1) PREVENT THEIR EDUCATIONAL RETARDATION BY INSTRUCTING THEM IN SPANISH WHILE DEVELOPING THEIR COMMAND OF ENGLISH; (2) ENHANCE THEIR UNDERSTANDING AND CONGITIVE DEVELOPMENT IN BOTH LANGUAGES; (3) GIVE THEM THE ADVANTAGE OF BECOMING LITERATE IN BOTH LANGUAGES; AND (4) INSTILL A KNOWLEDGE OF AND PRIDE IN THEIR BICULTURAL HERITAGE. PROJECT COMPONENTS ARE: DEVELOPMENT OF AND REVISION OF CURRICULUM MATERIALS FOR BILINGUAL CLASSES, BILINGUAL INSTRUCTION IN GRADES PRE-K-6 AND LLD, STAFF DEVELOPMENT, AND PARENTAL AND COMMUNITY INVOLVEMENT. HOWEVER, THIS REPORT DEALS WITH THE INSTRUCTIONAL COMPONENT. THIS 1974-75 EVALUATION REPORT DISCUSSES THE TEST RESULTS FROM THE: PEABODY PICTURE VOCABULARY TEST, BOEHM TEST OF BASIC CONCEPTS, SCHOOL READINESS SURVEY, COMPREHENSIVE TEST OF BASIC SKILLS, PRUEBA DE LECTURA (SPANISH READING TEST), BILINGUAL EDUCATION PROGRAM TEST IN SOCIAL STUDIES AND SCIENCE (A COPY INCLUDED IN THE APPENDIX). PROJECTED SELF-CONCEPT INVENTORY, AND WIDE RANGE ACHIEVEMENT TEST. THESE TESTS WERE ADMINISTERED ON A PRE- AND POSTTEST BASIS; BOTH ENGLISH AND SPANISH VERSIONS WERE ADMINISTERED. (NQ)

ACCESSION NUMBER: ED111562

PUBLICATION DATE: MAY 75

TITLE: RESPONSIVE ENVIRONMENT PROGRAM FOR SPANISH AMERICAN CHILDREN (REPSAC): FOURTH-YEAR EVALUATION STUDY. FINAL EVALUATION REPORT, 1974-75.

PERSONAL AUTHOR: ASKINS, BILLY E.; AND OTHERS

DESCRIPTOR: *ACADEMICALLY HANDICAPPED; BILINGUAL EDUCATION; EARLY CHILDHOOD EDUCATION; *EDUCATIONALLY DISADVANTAGED; FOLLOWUP STUDIES; *HANDICAPPED STUDENTS; INTELLIGENCE QUOTIENT; LANGUAGE DEVELOPMENT; PERCEPTUAL DEVELOPMENT; PERSONALITY DEVELOPMENT; *PROGRAM EVALUATION; SELF CONCEPT; *SPANISH AMERICANS

IDENTIFIER: *NEW MEXICO (CLOVIS)

DESCRIPTIVE NOTE: 57P.; FOR RELATED DOCUMENT, SEE ED 096 086

AN INTERVENTION PROGRAM FOR 3, 4, AND 5-YEAR-OLD "HIGH RISK" (OF LOW BIRTH WEIGHT AND WITH VARIOUS HANDICAPS) SPANISH AMERICAN CHILDREN, REPSAC AIMS AT PROVIDING SUCCESSFUL EXPERIENCES USING THE CONCEPT OF RESPONSIVE ENVIRONMENT IN ENGLISH AND SPANISH LANGUAGE DEVELOPMENT AND IN IMPROVING COGNITIVE AND AFFECTIVE DEVELOPMENT. DURING 1974-75, 32 LOW BIRTH WEIGHT CHILDREN HANDICAPPED BY PHYSICAL DIFFICULTIES, LEARNING APTITUDE (IQ), PERCEPTUAL AND MOTOR PROBLEMS, LANGUAGE HANDICAPS, AND ECONOMIC, CULTURAL, AND EDUCATION DEPRIVATION PARTICIPATED AT CLOVIS, NEW MEXICO. THE PROGRAM WAS DIVIDED INTO COMPREHENSIVE COMPONENTS: INSTRUCTIONAL, STAFF DEVELOPMENT, COMMUNITY-PARENTAL INVOLVEMENT, AND MEDIA. THE EVALUATION DESIGN FOCUSED ON THE INSTRUCTIONAL COMPONENT AND A FOLLOW-UP STUDY OF FORMER REPSAC STUDENTS. LANGUAGE DEVELOPMENT IN ENGLISH AND SPANISH, IQ, SENSORY AND PERCEPTUAL DEVELOPMENT, AND SCHOOL READINESS WERE MEASURED USING PRE AND POSTTESTS. PERIODIC SUBJECTIVE EVALUATION OF THE STUDENTS' SELF CONCEPT AND PERSONALITY DEVELOPMENT WERE CONDUCTED. USING A TIME-SERIES ANALYSIS, PERSONAL INTERVIEWS, AND QUESTIONNAIRES, 27 FORMER REPSAC STUDENTS WERE STUDIED. SOME MAJOR FINDINGS WERE: STUDENTS MADE SIGNIFICANT GAINS IN LANGUAGE ABILITY, SENSORY AND PERCEPTUAL DISCRIMINATION, AND SCHOOL READINESS; SHOWED POSITIVE AND CONTINUOUS SELF CONCEPT AND PERSONALITY GROWTH; HOWEVER, SIGNIFICANT GAIN WAS NOT EVIDENT IN LEARNING APTITUDE. (AUTHOR/NQ)

ACCESSION NUMBER: ED111563

PUBLICATION DATE: AUG 75

TITLE: MEXICAN-AMERICAN AND MEXICAN NATIONAL FARM WORKERS: A LITERATURE REVIEW.

PERSONAL AUTHOR: MILLER, MICHAEL V.

DESCRIPTOR: *AGRICULTURAL LABORERS; ATTITUDES; BRACEROS; FOREIGN WORKERS; INCOME; LABOR UNIONS; LEGISLATION; *LITERATURE REVIEWS; *MEXICAN AMERICANS; *MEXICANS; MIGRANT WORKERS; *SOCIOECONOMIC INFLUENCES

DESCRIPTIVE NOTE: 25P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE RURAL SOCIOLOGICAL SOCIETY (SAN FRANCISCO, CALIFORNIA, AUGUST 1975)

THIS PAPER IS CONCERNED WITH THE SCHOLARLY TREATMENT ACCORDED TO MEXICAN AMERICAN AND MEXICAN NATIONAL FARM WORKERS BY HISTORICAL, LEGAL, SOCIAL WORK, AND SOCIAL SCIENCE JOURNALS. ONLY THOSE ARTICLES PUBLISHED AFTER THE ARBITRARY DATE OF 1960 ARE REVIEWED DUE TO SPACE AND TIME LIMITATIONS. WORKS PUBLISHED SINCE THEN ARE BRIEFLY SUMMARIZED AND EVALUATED IN LIGHT OF THE CONTRIBUTIONS MADE TOWARD THE EXPLICATION AND UNDERSTANDING OF THE TOPIC. THE 29 ARTICLES ARE CLASSIFIED UNDER 4 CATEGORIES: (1) MIGRANT FARM WORKERS, (2) THE BRACERO PROGRAM, (3) ALIEN WORKERS -- "WETBACKS" AND COMMUTERS, AND (4) LABOR UNIONIZATION. THESE ARTICLES ARE REVIEWED ACCORDING TO CATEGORY, CHRONOLOGICAL RELEVANCE, AND LEVEL OF INCLUSIVENESS OR ABSTRACTION. THE PAPER CONCLUDES WITH SOME COMMENTS AND SUGGESTIONS PERTAINING TO PROBLEMS WHICH APPEAR TO WARRANT FUTURE RESEARCH CONSIDERATION. (NQ)

ACCESSION NUMBER: ED111573

PUBLICATION DATE: 28 NOV 73

TITLE: AN EVALUATION OF THE NATIONAL BILINGUAL BICULTURAL INSTITUTE (ALBUQUERQUE, NEW MEXICO, NOVEMBER 28 - DECEMBER 1, 1973).

PERSONAL AUTHOR: GARCIA, JOSEPH O.; PERALTA, ALEX

DESCRIPTOR: ATTITUDES; BICULTURALISM; *BILINGUAL EDUCATION; DATA ANALYSIS; *FORMATIVE EVALUATION; *INSTITUTES (TRAINING PROGRAMS); *MEXICAN AMERICANS; PARTICIPANT CHARACTERISTICS; PARTICIPANT SATISFACTION; *SUMMATIVE EVALUATION

IDENTIFIER: *NEW MEXICO (ALBUQUERQUE)

DESCRIPTIVE NOTE: 99P.

A FORMATIVE EVALUATION QUESTIONNAIRE AND A SUMMATIVE EVALUATION QUESTIONNAIRE, DEVELOPED SPECIFICALLY TO ASSESS THE INSTITUTE'S GOALS AND OBJECTIVES, WERE ADMINISTERED TO THE PARTICIPANTS. ADMINISTERED MIDWAY THROUGH THE INSTITUTE, THE 13-ITEM FORMATIVE EVALUATION QUESTIONNAIRE WAS COMPOSED OF 2 PARTS DESIGNED TO SECURE INFORMATION ABOUT THEIR: (1) SEX, EMPLOYMENT STATUS, PARTICIPATION IN BILINGUAL BICULTURAL PROGRAMS, AND DESCRIPTION OF THE PROGRAM; AND (2) REACTIONS TO THE INSTITUTE. THERE WERE 220 RESPONSES. THE SUMMATIVE EVALUATION QUESTIONNAIRE, WHICH WAS GIVEN AT 2 DIFFERENT TIMES, CONSISTED OF 15 ITEMS DESIGNED TO SECURE INFORMATION ABOUT THEIR ETHNIC IDENTIFICATION, EMPLOYMENT STATUS, AND REACTION TO THE INSTITUTE. THERE WERE 190 RESPONSES. ITEMS IN EACH QUESTIONNAIRE WERE ANALYZED INDIVIDUALLY. IN ANALYZING THE 2 SURVEYS FINDINGS, IT WAS FOUND THAT THE RESPONDENTS WERE INDICATING THE SIGNIFICANT EXPECTATIONS FOR BILINGUAL BICULTURAL EDUCATION. THIS PAPER GIVES: (1) THE ITEM AS IT APPEARED ON THE QUESTIONNAIRE, (2) AN ITEM/FREQUENCY SELECTION FROM A COMPUTER PRINT OUT SHOWING HOW THE RESPONDENTS ANSWERED, (3) A NARRATIVE OF THE ITEM'S PURPOSE, AND (4) AN ANALYSIS OF THE RESULTS. (NQ)

ACCESSION NUMBER: ED111575

PUBLICATION DATE: 75

TITLE: TEACHING READING TO THE SPANISH SPEAKING PUPIL: AN ANNOTATED BIBLIOGRAPHY.

PERSONAL AUTHOR: MOYA, PHYLLIS E.; REEVE, NAOMI

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *ANNOTATED BIBLIOGRAPHIES; BILINGUAL EDUCATION; BOOKS; ENGLISH (SECOND LANGUAGE); HISTORY; LANGUAGE INSTRUCTION; MEXICAN AMERICANS; PERIODICALS; *READING INSTRUCTION; *REFERENCE MATERIALS; *SOCIOLINGUISTICS; *SPANISH SPEAKING

IDENTIFIER: CHICANOS

DESCRIPTIVE NOTE: 19P.

APPROXIMATELY 80 BOOKS AND ARTICLES PUBLISHED BETWEEN 1940 AND 1975 ARE LISTED IN THIS ANNOTATED BIBLIOGRAPHY. THE MAJORITY WERE PUBLISHED BETWEEN 1960 AND 1975. THOUGH EMPHASIS IS ON TEACHING READING TO THE SPANISH SPEAKING PUPIL, THE MATERIALS ALSO COVER SUCH TOPICS AS: CHICANO OPPRESSION, CULTURAL DIVERSITY, LANGUAGE LEARNING, LIBRARY SERVICES FOR THE CHICANO, BILINGUAL EDUCATION, MEXICAN AMERICAN HISTORY, LINGUISTICS, PARENT ATTITUDES, SOCIAL ATTITUDES, MENTAL HEALTH, AND ACADEMIC ACHIEVEMENT. (NQ)

ACCESSION NUMBER: ED111576

PUBLICATION DATE: 18 FEB 75

TITLE: AN INTERETHNIC AND PLACE OF RESIDENCE EXAMINATION OF THE "CULTURE OF POVERTY". DEPARTMENTAL TECHNICAL REPORT NO. 75-3.

PERSONAL AUTHOR: KUTNER, NANCY G.

DESCRIPTOR: ASIAN AMERICANS; ATTITUDES; *CROSS CULTURAL STUDIES; DEMOGRAPHY; *ECONOMICALLY DISADVANTAGED; ECONOMIC FACTORS; *ETHNIC GROUPS; FEMALES; METROPOLITAN AREAS; MEXICAN AMERICANS; MEXICANS; MIGRANT WORKERS; NEGROES; POVERTY RESEARCH; *RESIDENTIAL PATTERNS; RURAL FARM RESIDENTS; SOCIAL STRUCTURE; *SPANISH SPEAKING; VALUES

DESCRIPTIVE NOTE: 106P.

DATA WHICH TAPS ASPECTS OF TRAITS SAID BY OSCAR LEWIS TO COMPRISE A "CULTURE OF POVERTY" WERE EXAMINED FOR POOR AND NON-POOR FAMILIES VARYING IN ETHNIC BACKGROUND AND RESIDENCE. BEFORE COMPARING THE INCIDENCE OF POVERTY CULTURE ACROSS ETHNIC AND RESIDENCE LINES, THE QUESTION "DO ALLEGED POVERTY CULTURE TRAITS BECOME MORE PRONOUNCED AS LEVEL OF ECONOMIC DEPRIVATION INCREASES?" WAS STUDIED. DERIVED FROM THE SAMPLE OBTAINED BY 7 STATES PARTICIPATING IN THE NC-90 PROJECT, THE FOLLOWING POPULATIONS WERE REPRESENTED: METROPOLITAN WHITES; NONMETROPOLITAN SMALL TOWN WHITES; RURAL FARM AND NONFARM WHITES; METROPOLITAN BLACKS; VILLAGE AND SMALL URBAN PLACE BLACKS; METROPOLITAN SPANISH-SPEAKING (PRIMARILY MEXICAN AMERICAN AND PUERTO RICAN); MIGRANT LABOR CAMP SPANISH-SPEAKING (MEXICAN AMERICANS); MIGRANT LABOR CAMP SPANISH-SPEAKING (MEXICAN NATIONALS); METROPOLITAN HAWAIIAN ORIENTALS; METROPOLITAN HAWAIIAN "MIXED ETHNICS"; AND METROPOLITAN POLYNESIANS. DATA, OBTAINED THROUGH INTERVIEWS WITH THE MAIN FEMALE HOMEMAKER, PERTAINED TO DEMOGRAPHY; FAMILY RESOURCE PROCUREMENT AND EXPENDITURE; SOCIAL STRUCTURE AND ACTIVITIES OF THE FAMILY, BOTH INTERNALLY AND WITHIN THE COMMUNITY; AND THE HOMEMAKER'S VALUE-ORIENTATIONS REGARDING EDUCATION AND EMPLOYMENT. FINDINGS INDICATED THAT, ON SOME INDICATORS OF SOME TRAITS, SIZEABLE DIFFERENCES EXISTED AMONG ETHNIC AND/OR RESIDENCE CATEGORIES. (NQ)

ACCESSION NUMBER: ED111586

PUBLICATION DATE: 28 MAR 75

TITLE: MODELS OF METROPOLITAN SOCIOECONOMIC DIFFERENTIATION: A COMPARISON AMONG BLACK, LATINO, AND ANGLO PATTERNS IN 1970. DRAFT.

PERSONAL AUTHOR: DOWDALL, GEORGE W.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *ANGLO AMERICANS; COMPARATIVE ANALYSIS; INCOME; LATIN AMERICAN CULTURE; *METROPOLITAN AREAS; *MINORITY GROUPS; MODELS; NEGROES; OCCUPATIONS; PUERTO RICANS; RACIAL DIFFERENCES; SOCIAL STRATIFICATION; *SOCIOECONOMIC INFLUENCES; *SPANISH CULTURE

DESCRIPTIVE NOTE: 44P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE SOUTHWESTERN SOCIOLOGICAL ASSOCIATION (SAN ANTONIO, TEXAS, MARCH 28, 1975)

UTILIZING DATA FOR BLACKS, MEXICAN AMERICANS, PUERTO RICANS, AND OTHER SPANISH HERITAGE AMERICANS, A MODEL OF URBAN DIFFERENTIATION WAS EVALUATED. BUILDING ON RECENT RESEARCH OF BLACK-WHITE PATTERNS, THE MODEL RELATED SOME STRUCTURAL CHARACTERISTICS OF METROPOLITAN AREAS (MANUFACTURING EMPLOYMENT, THE PRESENCE OF TWO IMPORTANT MINORITIES, RECENT INCREASES IN THE SIZE OF A MINORITY, POPULATION SIZE, AND REGION) TO EDUCATIONAL, OCCUPATIONAL, AND INCOME DIFFERENTIATION. THE OVERALL RESULTS SUGGESTED THE MODEL'S UTILITY. DIFFERENTIATION IN 1970, MEASURED BY THE INDEX OF DISSIMILARITY BETWEEN TWO PERCENTAGE DISTRIBUTIONS, WAS HIGHEST BETWEEN PUERTO RICANS AND ANGLOS IN THE MIDDLE ATLANTIC STATES AND BETWEEN BLACKS AND ANGLOS IN THE SOUTH. FOUR SEPARATE ANALYSES INDICATED THE IMPORTANCE OF OCCUPATIONAL DIFFERENTIATION AND PARTICULARLY EDUCATIONAL DIFFERENTIATION IN INFLUENCING INCOME DIFFERENTIATION. THE REGIONAL ANALYSES SHOWED MANUFACTURING EMPLOYMENT TO BE PARTICULARLY IMPORTANT IN LOWERING BLACK-ANGLO DIFFERENTIATION; PERCENT BLACK IN LOWERING PUERTO RICAN DIFFERENTIATION (IN CONTRAST TO EXPECTATIONS ABOUT THE IMPACT OF INTERMINORITY COMPETITION); PERCENT SPANISH HERITAGE MINORITY IN RAISING LATINO-ANGLO DIFFERENTIATION IN THE SOUTHWEST (AN INDEX OF ANGLO GAINS FROM LATINO SUBORDINATION); AND AREA POPULATION SIZE IN LOWERING LATINO-ANGLO DIFFERENTIATION ELSEWHERE. (AUTHOR/NQ)

AVAILABILITY: GEORGE DOWDALL, DEPARTMENT OF SOCIOLOGY, STATE UNIVERSITY COLLEGE AT BUFFALO, 1300 ELMWOOD AVE., BUFFALO, NEW YORK 14222 (FREE)

ACCESSION NUMBER: ED111878

PUBLICATION DATE: 75

TITLE: ITEM ANALYSES OF AMERINCIAN AND CHICANO RESPONSES ON THE VOCABULARY SCALES OF THE STANFORD-BINET LM AND WECHSLER BATTERIES. FINAL REPORT.

PERSONAL AUTHOR: GUILLIAMS, CLARK I.

DESCRIPTOR: *AMERICAN INDIANS; CORRELATION; CULTURAL DISADVANTAGEMENT; ELEMENTARY EDUCATION; *INTELLIGENCE TESTS; *ITEM ANALYSIS; *MEXICAN AMERICANS; MULTIPLE REGRESSION ANALYSIS; NORMS; RETARDED CHILDREN; TEST BIAS; TESTING PROBLEMS; TEST RELIABILITY; TEST VALIDITY; VERBAL ABILITY; *VOCABULARY

IDENTIFIER: STANFORD BINET LM; WECHSLER INTELLIGENCE SCALE FOR CHILDREN

DESCRIPTIVE NOTE: 65P.

CHICANO AND AMERINDIAN VOCABULARY SCALE RESPONSES FROM THE STANFORD-BINET (LM) AND WECHSLER INTELLIGENCE SCALE FOR CHILDREN WERE ITEM-ANALYZED FOR 1,009 SUBJECTS. THE RESPONSE PATTERNS DIFFERED BOTH BY ETHNIC GROUP AND TEST, AS WELL AS BY AGE. THE MOST COMMON, AND RECURRING, PATTERN FOUND WAS "LEVEL-OF-DIFFICULTY" GRADIENT INCONSISTENCIES. THE ITEM-ANALYSIS METHOD EMPLOYED IN THIS REPORT WAS THAT OF THE COVARIANCE MATRIX WHERE THE SUM OF THE MATRIX IS THE TOTAL-TEST'S VARIANCE; VOCABULARY SCALE TOTALS HERE, FOR BOTH THE SB-LM AND THE WISC. TRIBES SAMPLED WERE NAVAJO, APACHE, AND A GROUP OF SUBJECTS WITH MIXED-TRIBAL BACKGROUNDS DESIGNATED "CALLED INDIAN." MOST OF THE PROTOCOLS THAT COULD BE ANALYZED ON THE VOCABULARY SCALES WERE PULLED FROM THE TESTING-COURSE FILES AT ARIZONA STATE UNIVERSITY; OTHER PROTOCOLS WERE OBTAINED FROM THE RESERVATIONS MENTIONED ABOVE. IN THE EPILOGUE, BASED ON THE FINDINGS, IT IS SUGGESTED THAT BILINGUAL PROGRAMS SIMILAR TO THOSE BEING USED IN TEXAS' NIE FUNDED PROGRAM FOR THE COMING ACADEMIC YEAR BE ADOPTED FOR OTHER LARGE MINORITY GROUPS WHOSE PRIMARY LANGUAGE IS NOT EITHER ENGLISH OR SPANISH. (AUTHOR)

ACCESSION NUMBER: ED112668

PUBLICATION DATE: 25 MAY 75

TITLE: A PROPOSED INVESTIGATION OF PRESCHOOL BILITERACY.

PERSONAL AUTHOR: ANDERSSON, THEODORE

DESCRIPTOR: *BILINGUAL EDUCATION; BILINGUAL STUDENTS; COMMUNITY ATTITUDES; EARLY READING; *ENGLISH (SECOND LANGUAGE); *MEXICAN AMERICANS; MINORITY GROUP CHILDREN; *PRESCHOOL CHILDREN; PRESCHOOL EDUCATION; READING INSTRUCTION; SOCIOLINGUISTICS; *SPANISH; SPANISH SPEAKING

DESCRIPTIVE NOTE: 11P.

BILINGUAL SCHOOLING IN THE U.S. IS MEANT TO EQUALIZE EDUCATIONAL OPPORTUNITY FOR CHILDREN OF LIMITED ENGLISH-SPEAKING ABILITY. DESPITE THE PROLIFERATION OF BILINGUAL PROGRAMS IN MANY PARTS OF THE COUNTRY, ONLY VERY MODEST PROGRESS IS BEING MADE TOWARD THE GOAL OF EQUAL EDUCATIONAL ACHIEVEMENT. WE ARE COMING TO REALIZE THAT LIMITED ENGLISH-SPEAKING CHILDREN WITH A 5- TO 6-YEAR HANDICAP IN ENGLISH CAN ONLY VERY EXCEPTIONALLY CATCH UP. ONLY IF A GREATER, NOT JUST AN EQUAL, OPPORTUNITY IS PROVIDED, CAN THESE CHILDREN BE EXPECTED TO COMPETE SUCCESSFULLY WITH THEIR ENGLISH-SPEAKING SCHOOLMATES. THERE ARE TWO PREREQUISITES: (1) THAT LIMITED ENGLISH-SPEAKING CHILDREN BE GIVEN AN EARLY START IN LEARNING TO READ, FIRST IN THEIR HOME LANGUAGE AND THEN IN ENGLISH, AND (2) THAT THE COMMUNITY ACCORD NON-ENGLISH HOME LANGUAGES THE SAME RESPECT AS ENGLISH. THE SECOND, INVOLVING PROFOUND SOCIAL CHANGES, WILL TAKE TIME. EVEN THE FIRST WILL REQUIRE YEARS OF EXPERIMENTATION. THIS PAPER SKETCHES THE PRELIMINARY STEPS OF A LONG-TERM PROJECT TO TEST THE HYPOTHESIS THAT LIMITED ENGLISH-SPEAKING CHILDREN (HOW MANY WILL HAVE TO BE DETERMINED) CAN LEARN TO READ THEIR HOME LANGUAGE BETWEEN AGES 1 1/2 AND 3 AND ENGLISH BETWEEN 3 AND 5. (AUTHOR)

ACCESSION NUMBER: ED113063

PUBLICATION DATE: JUN 75

TITLE: A MODEL FOR LOW-INCOME AND CHICANO PARENT EDUCATION. FINAL REPORT.

PERSONAL AUTHOR: SONQUIST, HANNE; AND OTHERS

DESCRIPTOR: *CHILD REARING; COMPARATIVE ANALYSIS; *EARLY CHILDHOOD EDUCATION; EDUCATIONAL PROGRAMS; FAMILY RELATIONSHIP; *LOW INCOME; *MEXICAN AMERICANS; MODELS; *PARENT EDUCATION; PARENT PARTICIPATION; PRESCHOOL LEARNING; PROGRAM DESCRIPTIONS; PROGRAM EVALUATION; SELF CONCEPT

IDENTIFIER: *CALIFORNIA (SANTA BARBARA); CHICANOS

DESCRIPTIVE NOTE: 171P.

DESIGNED PRIMARILY FOR LOW-INCOME MEXICAN AMERICAN FAMILIES, THE PROGRAM'S GOALS WERE TO: EXPAND THE MOTHER'S SKILL AND KNOWLEDGE OF CHILD REARING PRACTICES AND THEIR DAILY USE; DEVELOP HER SELF-CONFIDENCE AND PERCEIVED ABILITY TO INFLUENCE HER CHILD'S DEVELOPMENT; INCREASE HER SKILLS IN DEALING WITH HER INSTITUTIONAL ENVIRONMENT; NURTURE HER INVOLVEMENT WITH AND RESPONSIBILITY FOR THE PROGRAM; AND EXPAND HER HUMAN RELATIONS SKILLS AND PREVENTIVE MENTAL HEALTH PRACTICES IN DEALING WITH HER OWN AND HER FAMILY'S NEEDS AND EMOTIONS. TO BEST ACHIEVE THESE GOALS, A 3-FACETED APPROACH WAS INITIATED: A PROGRAM FOR MOTHERS, A CHILDREN'S PROGRAM, AND A SERVICE COMPONENT. FROM JANUARY 1972 TO JUNE 1974, 126 MOTHERS AND 250 CHILDREN PARTICIPATED IN THE PROGRAM. THE PROGRAM WAS EVALUATED TO IDENTIFY THE PARTICIPANTS' SOCIAL AND DEMOGRAPHIC CHARACTERISTICS, THEIR UTILIZATION OF EXISTING COMMUNITY RESOURCES, THEIR ATTITUDES TOWARD THE PROGRAM, AND THE PROGRAM'S IMPACT ON THE MOTHERS' CHILD REARING REPERTOIRE AND SELF CONCEPTS. SOME DATA WERE COLLECTED ON A COMPARISON GROUP, CONSISTING OF MOTHERS WHOSE CHILDREN PARTICIPATED IN THE 1972-73 AND 1973-74 HEADSTART PROGRAM. OVERALL, IT WAS FOUND THAT MOTHERS INCREASED THEIR PARTICIPATION AND SENSE OF RESPONSIBILITY AT THE CENTRE, HAD BETTER RESOURCES AND SKILLS TO SOLVE THEIR PROBLEMS, AND VALUED THEIR CHILD'S AND THEIR OWN LEARNING PROCESS. THIS REPORT DISCUSSES THE PROGRAM'S GOALS, PROGRESS, AND EVALUATION. (NQ)

ACCESSION NUMBER: ED113108

PUBLICATION DATE: 21 AUG 75

TITLE: BILINGUAL PATTERNS OF NONMETROPOLITAN MEXICAN AMERICAN YOUTH: VARIATIONS BY SOCIAL CONTEXT, LANGUAGE USE, AND HISTORICAL CHANGE.

PERSONAL AUTHOR: PATELLA, VICTORIA M.; KUVLESKY, WILLIAM P.

DESCRIPTOR: *BILINGUALISM; ENGLISH; FOLLOWUP STUDIES; GRADE 10; HIGH SCHOOL STUDENTS; *LANGUAGE PATTERNS; *LANGUAGE USAGE; *MEXICAN AMERICANS; ORAL COMMUNICATION; *RURAL YOUTH; SOCIAL DIALECTS; SPANISH; STANDARD SPOKEN USAGE

IDENTIFIER: *TEXAS

DESCRIPTIVE NOTE: 59P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE RURAL SOCIOLOGICAL SOCIETY (SAN FRANCISCO, CALIF., AUGUST 21-24, 1975). FOR RELATED DOCUMENT, SEE ED 075 156

BASED ON A 1967 SURVEY OF MEXICAN AMERICAN HIGH SCHOOL SOPHOMORES CONDUCTED IN THE "BORDER REGION" OF SOUTH TEXAS, THIS 1973 FOLLOW-UP STUDY EXAMINED THE EXTENT TO WHICH: (1) HISTORICAL CHANGES HAD OCCURRED IN THE USE OF SPANISH AND ENGLISH BY MEXICAN AMERICAN BOYS AND GIRLS OVER THE 6-YEAR STUDY PERIOD, AND (2) THE VARIATIONS IN 1973 LANGUAGE USAGE PATTERNS BY SEX AND SITUATIONAL CONTEXT WERE SIMILAR OR DIFFERENT FOR ORAL SPEECH, WRITING, AND READING. THE HISTORICAL CHANGES WERE EXAMINED IN REFERENCE TO (1) ORAL SPEECH WITH PARENTS IN THE HOME, WITH NEIGHBORHOOD FRIENDS, AND WITH SCHOOL FRIENDS OUTSIDE OF CLASS; AND (2) LANGUAGE UTILIZED FOR MASS MEDIA SUCH AS RADIO, NEWSPAPER, AND MAGAZINES. IN 1967, INTERVIEWS WERE CONDUCTED IN 7 SCHOOLS LOCATED IN THE COUNTIES OF DIMMIT, MAVERICK, STARR, AND ZAPATA. IN 1973, 2 OF THE SCHOOLS WERE DELETED FROM THE 1967 DATA SET DUE TO LACK OF COOPERATION. BOTH YEARS IDENTICAL QUESTIONNAIRES WERE GIVEN TO ALL HIGH SCHOOL SOPHOMORES (341 IN 1967 AND 379 IN 1973) PRESENT ON THE DAY OF THE STUDY. THE 1973 QUESTIONNAIRE CONTAINED AN EXTENDED SECTION ON LANGUAGE, READING, AND WRITING PATTERNS. SOME FINDINGS WERE: FEMALES READ MORE MAGAZINES AND NEWSPAPERS IN SPANISH THAN MALES; AND IN 1973, BOYS INDICATED USE OF SPANISH MORE FREQUENTLY IN ALL SETTINGS THAN GIRLS, AND FOR BOTH, THE FREQUENCY OF SPANISH USED DECREASED FROM THE HOME SETTING TO THE NEIGHBORHOOD, AND THEN TO THE SCHOOL SETTING. (NQ)

ACCESSION NUMBER: ED113109

PUBLICATION DATE: JUN 74

TITLE: A NATIONAL COUNCIL OF LA RAZA REPORT ON IMPACT OF LIMITED FEDERAL STATISTICAL DATA/INFORMATION ON HISPANIC AMERICANS.

PERSONAL AUTHOR: OLIVAS, ROBERTO

DESCRIPTOR: *DATA COLLECTION; DECISION MAKING; DEFINITIONS; *FEDERAL GOVERNMENT; GROUP DYNAMICS; INFORMATION SYSTEMS; *MANAGEMENT INFORMATION SYSTEMS; POLICY FORMATION; ROLE PERCEPTION; *SOCIOECONOMIC INFLUENCES; *SPANISH CULTURE; STATISTICAL DATA

DESCRIPTIVE NOTE: 115P.

IN A TECHNOLOGICALLY ADVANCED SOCIETY, MANY OF THE DIALOGUES TAKE PLACE WITHIN THE "MANAGEMENT INFORMATION SYSTEM," OR AS A RESULT OF THE "HARD DATA" ACQUIRED THROUGH SUCH A SYSTEM, RATHER THAN IN A PUBLIC FORUM. THE ABSENCE OF THE HISPANIC AMERICAN FROM THAT TYPE OF SYSTEMS DIALOGUE CAN AND DOES PLACE UNNECESSARY DISADVANTAGES ON HISPANIC AMERICANS IN THE NATION'S PUBLIC AFFAIRS. THIS REPORT FOCUSES ON THE IMPORTANCE OF THE MANAGEMENT INFORMATION SYSTEMS AND DISCUSSES THE EXTENT OF CONFUSION SURROUNDING THE ISSUE OF HISPANIC AMERICAN INTERESTS AND DEFINITIONS. INTENDED TO AID IN DEFINING THE PROBLEM OF INFORMATIONS SYSTEMS AS THEY PERTAIN TO HISPANIC AMERICANS, THE REPORT'S OBJECTIVES ARE TO: (1) BRING ABOUT AN INCREASED AWARENESS OF THE EXTENT OF THE PROBLEM, AND (2) PROVIDE A BETTER UNDERSTANDING OF ITS IMPLICATIONS ON THE FUTURE ECONOMIC, SOCIAL, AND CULTURAL DEVELOPMENT OF HISPANIC AMERICANS. THE OPERATIONS OF THE OFFICE OF MANAGEMENT AND BUDGET (OMB) ARE REVIEWED. AN ELABORATION OF HOW OMB HAS USED ITS DELEGATED AUTHORITY TO PROVIDE DIRECTION TO THE ISSUE OF RACIAL/ETHNIC DATA POLICIES IS PROVIDED. AN ASSESSMENT OF THREE MAJOR STATISTICAL SERVICES SYSTEMS IN THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE ILLUSTRATES THE EXTENT OF LACK OF DIRECTION PROVIDED BY OMB ON STATISTICAL POLICIES. (AUTHOR/NQ)

AVAILABILITY: NATIONAL COUNCIL OF LA RAZA, 1025 15TH STREET, N.W., FOURTH FLOOR, WASHINGTON, D.C. 20005 ($6.50)

HARD COPY NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED113115

PUBLICATION DATE: 74

TITLE: HAPPINESS IS BILINGUAL EDUCATION FOR THE CHILDREN IN THE SAN LUIS VALLEY SCHOOLS, SCHOOL YEAR 1973-74.

DESCRIPTOR: BICULTURALISM; *BILINGUAL EDUCATION; ENGLISH (SECOND LANGUAGE); LANGUAGE DEVELOPMENT; *MEXICAN AMERICANS; *NON ENGLISH SPEAKING; PARENT PARTICIPATION; *PRIMARY GRADES; *PROGRAM EVALUATION

IDENTIFIER: *COLORADO; SAN LUIS VALLEY SCHOOLS

DESCRIPTIVE NOTE: 29P.; IN SPANISH AND ENGLISH

THE SAN LUIS VALLEY BILINGUAL BICULTURAL PROGRAM WAS BEGUN IN 10 SCHOOLS AT THE KINDERGARTEN LEVEL. EACH YEAR THE NEXT HIGHER GRADE WAS TO BE IMPLEMENTED UNTIL THE PROGRAM WAS IN EXISTENCE FROM K-4. DURING 1972-73, THERE WERE 1,092 KINDERGARTEN AND FIRST GRADE CHILDREN AND 86 TEACHING STAFF PARTICIPATING IN THE PROGRAM. ITS PRIMARY GOAL WAS BILINGUAL EDUCATION (SUCCESSFUL EDUCATIONAL ACHIEVEMENT USING TWO LANGUAGES PROFICIENTLY, BUT ACKNOWLEDGING ENGLISH AS THE BASIC LANGUAGE OF INSTRUCTION). COMPONENTS CONSIDERED ESSENTAIL IN ORDER TO MEET THE CHILDREN'S NEEDS WERE: (1) THE BASIC CONCEPTS TAUGHT IN THE CHILD'S HOME LANGUAGE; (2) LANGUAGE DEVELOPMENT PROVIDED IN THE SECOND LANGUAGE; (3) DEVELOPMENT OF SELF-IMAGE, SUCCESS, AND POSITIVE IDENTITY OF HIS CULTURE; AND (4) SUBJECT MATTER AND CONCEPTS TAUGHT IN BOTH LANGUAGES. THE TESTS OF BASIC EXPERIENCES LEVELS K-L WERE ADMINISTERED TO 325 STUDENTS (137 IN KINDERGARTEN AND 188 IN FIRST GRADE) IN SEPTEMBER AND AGAIN IN APRIL OF THE 1972-73 SCHOOL YEAR. PRETEST SCORES WERE USED TO DETERMINE THE STRENGTHS AND WEAKNESSES OF BOTH INDIVIDUAL STUDENTS AND THE TOTAL CLASS. POSTTEST SCORES WERE USED TO DETERMINE THE CHILDREN'S PROGRESS THROUGHOUT THE SCHOOL YEAR. FINDINGS SHOWED THAT ALL ACTIVITIES SCHEDULED AND CONDUCTED AS PRESCRIBED FOR THE YEAR WERE SUCCESSFULLY ACHIEVED. (NC)

ACCESSION NUMBER: ED113117

PUBLICATION DATE: JUN 74

TITLE: CHICANO MOBILE INSTITUTES, 1973-1974.

DESCRIPTOR: ADVISORY COMMITTEES; BILINGUAL EDUCATION; COMMUNITY INVOLVEMENT; DEMOGRAPHY; *EDUCATIONAL IMPROVEMENT; EDUCATIONAL QUALITY; *HIGHER EDUCATION; *INSTITUTES (TRAINING PROGRAMS); *MEXICAN AMERICANS; *MOBILE EDUCATIONAL SERVICES; STUDENT NEEDS

IDENTIFIER: *CHICANO MOBILE INSTITUTES

DESCRIPTIVE NOTE: 140P.

THE CHICANO MOBILE INSTITUTE'S (CMI) GOAL FOR FISCAL YEAR (FY) 1973-74 WAS TO: IMPROVE THE QUALITY AND EQUALITY OF EDUCATION AND TO MEET THE NEEDS OF CHICANO STUDENTS IN PUBLIC AND PRIVATE INSTITUTIONS OF HIGHER LEARNING THROUGHOUT THE PARTICIPATING STATES. ITS OBJECTIVES WERE TO: (1) PREPARE PERSONNEL IN HIGHER EDUCATION WHO ARE CONCERNED WITH THE NEEDS OF STUDENTS FROM LOW INCOME AND ETHNICALLY DIFFERENT FAMILIES; (2) IDENTIFY AND DOCUMENT PROBLEM AREAS AFFECTING CHICANOS AT THE HIGHER EDUCATION LEVEL OF THE EDUCATIONAL PROCESS; (3) IDENTIFY PROVEN AND INNOVATIVE SOLUTIONS TO THE PROBLEMS; AND (4) EFFECT THE IMPLEMENTATION OF THE PROVEN SOLUTIONS BY DECISION-MAKING BODIES IN THE EDUCATIONAL PROCESS. THE NATIONAL ADVISORY BOARD FOR CHICANO MOBILE INSTITUTES, STATE COORDINATORS, PROJECT DIRECTOR, AND STAFF MET AT THE NATIONAL EVALUATION CONFERENCE (HELD AT GHOST RANCH, ABIQUIU, NEW MEXICO) TO ASSESS AND WRITE THIS FINAL REPORT FOR CMI FY 1973-74. THIS FINAL REPORT CONSISTS OF THE INDIVIDUAL STATE REPORT SUMMARIES FOR ARIZONA, COLORADO, NEVADA, NEW MEXICO, TEXAS, AND CALIFORNIA. THESE REPORTS ARE INTENDED TO GIVE THE MOST SALIENT RECOMMENDATIONS AND SUGGESTED SOLUTIONS TO THE CHICANO STUDENT'S PROBLEMS WHICH WERE THE ACTUAL OUTCOME OF THE CMI HELD IN EACH OF THE RESPECTIVE STATES. (AUTHOR/NC)

194

ACCESSION NUMBER: ED113118

PUBLICATION DATE: 75

TITLE: SPANISH AMERICANS AND INDIANS IN THE LABOR MARKET. VOLUME 1: MINORITIES IN THE LABOR MARKET.

PERSONAL AUTHOR: WILBER, GEORGE L.; AND OTHERS

DESCRIPTOR: ACADEMIC ACHIEVEMENT; AGE; *AMERICAN INDIANS; CAUCASIANS; COMPARATIVE ANALYSIS; *EMPLOYMENT STATISTICS; *EQUAL OPPORTUNITIES (JOBS); LABOR FORCE; *LABOR MARKET; MEXICAN AMERICANS; MINORITY GROUPS; NEGROES; OCCUPATIONAL MOBILITY; PUERTO RICANS; SEX DISCRIMINATION; SOCIOECONOMIC BACKGROUND; SPANISH AMERICANS; *SPANISH CULTURE; WORKING WOMEN

IDENTIFIER: *AMERICANS OF SPANISH ORIGIN

DESCRIPTIVE NOTE: 254P.

PARTICIPATION AND STATUS ACHIEVEMENTS OF SPANISH ORIGIN PERSONS AND AMERICAN INDIANS IN THE LABOR MARKET WERE EVALUATED RELATIVE TO THE PARTICIPATION OF WHITES. AN ULTIMATE AIM WAS TO IDENTIFY FACTORS CONTRIBUTING TO INTERGROUP DIFFERENCES AND TO DETERMINE WHETHER PARTICIPATION DIFFERENCES REFLECT DISCRIMINATION. FACTORS EXAMINED WERE AGE, SEX, EDUCATION, JOB TRAINING, MARITAL STATUS, FERTILITY, AND FAMILY SIZE. WITHIN THE LABOR MARKET CONTEXT, INEQUALITIES AND DISCRIMINATION WERE EXAMINED IN TERMS OF LABOR FORCE PARTICIPATION, OCCUPATIONAL ACHIEVEMENT AND MOBILITY, AND EARNINGS FROM WAGES AND SALARIES. DATA WERE DERIVED FROM THE UNITED STATES CENSUS' PUBLIC USE SAMPLE FILES FOR 1970. THE SAMPLE CONSISTED OF ALL PERSONS 14 TO 69 YEARS OF AGE WHO WERE NOT RESIDENTS OF INSTITUTIONS NOR ENROLLED IN SCHOOL IN 1970. EVIDENCE LED TO 4 GENERAL CONCLUSIONS: (1) COLOR-ETHNIC-SEX INEQUALITIES IN STATUS PERMEATED THE LABOR MARKET; (2) SPANISH ORIGIN, AMERICAN INDIAN, AND BLACK MEN WERE DISCRIMINATED AGAINST IN THEIR LABOR FORCE PARTICIPATION, OCCUPATIONAL ACHIEVEMENT, MOBILITY, AND EARNINGS; (3) WOMEN IN THESE MINORITY GROUPS, ALONG WITH WHITE WOMEN, WERE SUBJECTED TO SEVERE DISCRIMINATION, THE MAGNITUDE OF WHICH WAS FAR GREATER THAN THAT EXPERIENCED BY MINORITY MEN; AND (4) INEQUALITIES AMONG WOMEN IN THE LABOR MARKET WERE COMPARATIVELY SMALL AND THE STATUS OF MINORITY WOMEN WAS NOT CONSISTENTLY INFERIOR TO THAT OF WHITE WOMEN. (NQ)

ACCESSION NUMBER: ED113119

PUBLICATION DATE: 75

TITLE: DECOLONIZING THE INTERPRETATION OF THE CHICANO POLITICAL EXPERIENCE. PAMPHLET SERIES NO. 2.

PERSONAL AUTHOR: ORNELAS, CHARLES; AND OTHERS

DESCRIPTOR: ACADEMIC RANK (PROFESSIONAL); ALTERNATIVE SCHOOLS; *AUTHORS; *COMPOSITION (LITERARY); EDUCATIONAL ALTERNATIVES; HIGHER EDUCATION; LITERARY PERSPECTIVE; MAJORITY ATTITUDES; *MASS MEDIA; *MEXICAN AMERICANS; *POLITICAL ATTITUDES; POLITICAL SCIENCE

IDENTIFIER: *CHICANOS

DESCRIPTIVE NOTE: 46P.

THE CHICANOS' POLITICAL EXPERIENCE IS DEFINED AS "THEIR THOUGHT, ACTIVITY, AND ORGANIZATION DIRECTED TOWARD SECURING AN EQUITABLE AND MEANINGFUL ALLOCATION OF VALUES FROM A POLITICO-GOVERNMENTAL SYSTEM CONTROLLED BY THE DOMINANT POPULATION, THE CHALLENGES TO THAT SYSTEM, AS WELL AS ALTERNATIVE FORMS OF ACTION AND SECURITY TAKEN TO OFFSET THE DENIAL OF POLITICAL ACCESS AND GOVERNMENTAL OUTPUT." THIS BOOK DISCUSSES THE WAY THAT ACADEMIC COLONIALISM HAS AFFECTED THE STUDY OF THE CHICANO POLITICAL EXPERIENCE AND THE RESPONSE THAT THIS IS OCCASIONING. OTHER TOPICS INCLUDE: THE MANNER IN WHICH THE EXCLUSIONARY SYSTEM OPERATES WITH RESPECT TO THE CHICANO GROUP, THE ACTIONS BEING TAKEN BY CHICANOS TO CHALLENGE THIS EXISTING SITUATION, AND THE RESEARCH PERSPECTIVE BEING PROVIDED FROM THE STANDPOINT OF THE SUBORDINATE GROUP. EXCLUSIONARY PRACTICES IN THE PUBLISHING AND MEDIA OUTLETS ARE AT TIMES EXAMINED IN THE BROADER CONTEXT SINCE THEY IMPACT COMMONLY ON THE DISTRIBUTION OF INFORMATION ABOUT THE CHICANO EXPERIENCE IN GENERAL. LIKEWISE, THE CHICANO RESPONSES PRESENTED ARE NOT LIMITED TO THOSE OCCURRING WITHIN "POLITICAL SCIENCE" BUT INCLUDE ALSO THE DEVELOPMENT OF CHICANO STUDIES AND ALTERNATIVE SCHOOLS AS OUTGROWTHS OF PAST INSENSITIVITY IN ALL DISCIPLINES. (AUTHOR/NQ)

AVAILABILITY: CHICANO STUDIES CENTER, PUBLICATIONS, 405 HILGARD AVE., LOS ANGELES, CALIFORNIA 90024 ($2.25)

DOCUMENT NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED113120

PUBLICATION DATE: 74

TITLE: THE BROWN PAPER: EDUCATION AND CHICANOS IN NEW MEXICO, 1973-74.

PERSONAL AUTHOR: QUINTANA, FRANCIS, COMP.

DESCRIPTOR: CIVIL RIGHTS; COMMUNITY INVOLVEMENT; EARLY CHILDHOOD EDUCATION; *EDUCATIONAL IMPROVEMENT; ELEMENTARY SECONDARY EDUCATION; HIGHER EDUCATION; *INSTITUTES (TRAINING PROGRAMS); *MEXICAN AMERICANS; *MOBILE EDUCATIONAL SERVICES; POST SECONDARY EDUCATION; STATE PROGRAMS; STATE SURVEYS; *STUDENT NEEDS; VOCATIONAL EDUCATION

IDENTIFIER: CHICANO MOBILE INSTITUTES; *NEW MEXICO

DESCRIPTIVE NOTE: 69P.

GOALS OF THE NEW MEXICO CHICANO MOBILE INSTITUTES WERE TO: IMPROVE THE QUALITY AND EQUALITY OF EDUCATION TO MEET THE NEEDS OF CHICANO STUDENTS IN PUBLIC AND PRIVATE INSTITUTIONS OF HIGHER LEARNING THROUGHOUT THE STATE; AND PREPARE PERSONNEL IN HIGHER EDUCATION TO MEET THE NEEDS OF STUDENTS, FROM LOW INCOME AND ETHNIC MINORITY FAMILIES, ATTENDING ALL PUBLIC AND PRIVATE SCHOOLS IN THE STATE. PERSONS IDENTIFIED AS HAVING SOME INFLUENCE ON THE EDUCATION OF CHICANOS IN NEW MEXICO WERE INVITED TO PARTICIPATE IN TWO 2-DAY INSTITUTES. SINCE PARTICIPANTS HAD TO PAY FOR THEIR OWN EXPENSES, THEY WERE ASKED TO PARTICIPATE THROUGH CORRESPONDENCE IF UNABLE TO ATTEND. OF THE 158 PERSONS IDENTIFIED, 62 DID NOT RESPOND, 59 CORRESPONDED BY MAIL, AND 38 ACTUALLY PARTICIPATED. THE FIRST INSTITUTE IDENTIFIED, DEFINED, ORGANIZED, AND DOCUMENTED ALL PROBLEM AREAS AFFECTING CHICANOS AT ALL EDUCATIONAL LEVELS. THE SECOND REVIEWED THE PROBLEMS IDENTIFIED IN THE FIRST INSTITUTE, THEN IDENTIFIED, DEFINED, AND RELATED PROVEN INNOVATIVE SOLUTIONS TO THE PROBLEMS. BOTH INSTITUTES WERE CONDUCTED IN A VERY SUCCESSFUL MANNER. A SYNOPSIS OF BOTH INSTITUTES IS GIVEN IN THIS PAPER. ALSO INCLUDED ARE: A LIST OF ALL PEOPLE RESPONSIBLE FOR EDUCATION IN THE STATE; ANALYSIS OF STATEWIDE TESTING; PUPIL ENROLLMENT BY SCHOOL DISTRICT; AND SUMMARIES OF FOUR CIVIL RIGHTS REPORTS PERTAINING TO EDUCATION IN THE SOUTHWEST. (NQ)

ACCESSION NUMBER: ED113198

PUBLICATION DATE: MAR 75

TITLE: TEST FACTORS, INSTRUCTIONAL PROGRAMS, AND SOCIO-CULTURAL-ECONOMIC FACTORS RELATED TO MATHEMATICS ACHIEVEMENT OF CHICANO STUDENTS: A REVIEW OF THE LITERATURE. SMESG WORKING PAPER NO. 10.

DESCRIPTOR: ACHIEVEMENT; *ANNOTATED BIBLIOGRAPHIES; ELEMENTARY SECONDARY EDUCATION; INSTRUCTIONAL PROGRAMS; *MATHEMATICS EDUCATION; MINORITY GROUPS; *RESEARCH REVIEWS (PUBLICATIONS); SOCIOECONOMIC STATUS; *SPANISH AMERICANS; SPANISH SPEAKING; TESTS

IDENTIFIER: *CHICANO STUDENTS; SMESG; STANFORD MATHEMATICS EDUCATION STUDY GROUP

DESCRIPTIVE NOTE: 33P.

THE PURPOSE OF THIS PAPER IS TO IDENTIFY PATTERNS OF PERFORMANCE WHICH MIGHT YIELD INSIGHT INTO FINDINGS CONCERNING MATHEMATICS ACHIEVEMENT OF CHICANO STUDENTS. THE CHICANO STUDENT POPULATIONS OF THESE STUDIES WERE IDENTIFIED AND RESTRICTED BY THE FOLLOWING CRITERIA: SPANISH SURNAME, OF MEXICAN DESCENT, LANGUAGE (BILINGUAL, SPANISH-ENGLISH; MONOLINGUAL, SPANISH), GEOGRAPHIC AREA (SOUTHWESTERN AND WESTERN UNITED STATES). THE MAJORITY OF CHICANO STUDENTS IN THE STUDIES WERE FROM BACKGROUNDS OF LOW SOCIOECONOMIC STATUS. THIS PAPER SUMMARIZES THE GENERAL RESULTS OF THE LITERATURE REVIEWED AND CONCLUDES WITH AN ANNOTATED BIBLIOGRAPHY. THE REVIEW OF THE STUDIES IS ORGANIZED ACCORDING TO THREE MAJOR CONSTRUCTS: (1) TESTS, (2) INSTRUCTIONAL PROGRAMS, AND (3) SOCIO-CULTURAL-ECONOMIC CONDITIONS. SECTION 1 CONTAINS THREE SUBSECTIONS: (A) MENTAL ABILITY PROFILES, (B) LANGUAGE AND CULTURAL FACTORS IN TESTS, AND (C) RELIABILITY AND PREDICTABILITY OF MENTAL ABILITY AND ACHIEVEMENT TESTS. SECTION 2 CONTAINS THREE SUBSECTIONS: (A) BILINGUAL PROGRAMS, (B) TEACHER-STUDENT INTERACTIONS, AND (C) SPECIAL PROGRAMS. THE STUDIES ARE CROSS-REFERENCED UNDER APPROPRIATE SUBSECTION; THUS THE RESULTS OF ONE STUDY MAY BE INCLUDED UNDER MORE THAN ONE TOPIC. (AUTHOR/SD)

ACCESSION NUMBER: ED113422

PUBLICATION DATE: JUN 74

TITLE: A STUDY OF PROGRAMS FOR PUPILS WITH ENGLISH LANGUAGE DIFFICULTY IN NEW YORK CITY PUBLIC SCHOOLS. REPORT ON BILINGUAL EDUCATION.

PERSONAL AUTHOR: STEINBERG, LOIS S.

DESCRIPTOR: BILINGUAL EDUCATION; BOARDS OF EDUCATION; DISADVANTAGED YOUTH; ECONOMICALLY DISADVANTAGED; EDUCATIONALLY DISADVANTAGED; EDUCATIONAL NEEDS; EDUCATIONAL POLICY; *EDUCATIONAL PROBLEMS; LANGUAGE HANDICAPS; *LANGUAGE PROGRAMS; PROGRAM DEVELOPMENT; *PROGRAM EVALUATION; PUBLIC POLICY; *SPANISH SPEAKING

IDENTIFIER: *NEW YORK (NEW YORK)

DESCRIPTIVE NOTE: 84P.

THE PURPOSE OF THIS REPORT IS TO EXPLORE WHAT IS BEING DONE, AS WELL AS WHAT IS NOT BEING DONE, FOR STUDENTS WHO ENTER NEW YORK CITY SCHOOLS WITH LITTLE OR NO UNDERSTANDING OF ENGLISH. THE DATA PROVIDED IN THIS REPORT PROVIDED THE BASIS FOR A CLASS ACTION SUIT WHICH RESULTED IN THE ESTABLISHMENT OF THE PILOT SCHOOLS BILINGUAL PROGRAM. THE COMMUNITY SERVICE SOCIETY BEGAN TO GATHER THE AVAILABLE FACTS IN CONNECTION WITH LEGISLATION INTRODUCED IN THE 1973 SESSION OF THE NEW YORK STATE LEGISLATURE. CONSIDERATION OF THE PROPOSED LEGISLATION REQUIRED INFORMATION ON THE KINDS OF PROGRAMS THE NEW YORK CITY BOARD OF EDUCATION AND COMMUNITY SCHOOL DISTRICTS ARE PROVIDING FOR THESE PUPILS, THE NUMBER OF STUDENTS BEING SERVED, AND THE EFFECTIVENESS OF THESE PROGRAMS. MAJOR FINDNGS DERIVED FROM SUCH DATA AS BOARD OF EDUCATION REPORTS, INTERVIEWS WITH ADMINISTRATORS OF PROGRAMS FOR NON-ENGLISH SPEAKING PUPILS IN THE NEW YORK CITY PUBLIC SCHOOLS, A CONTENT ANALYSIS OF EVALUATIONS OF SELECTED BILINGUAL PROGRAMS, AND OBSERVATIONS OF BILINGUAL PROGRAMS IN CITY SCHOOLS, INCLUDE THE FOLLOWING: (1) BETWEEN 1971 (THE DATE OF THE FIRST PUBLISHED REPORT ON THE BOARD OF EDUCATION'S LANGUAGE SURVEY) AND 1973, THE PROPORTION OF PUPILS WITH ENGLISH LANGUAGE DIFFICULTY INCREASED FROM 8.9 PERCENT TO 12.9 PERCENT OF THE TOTAL SCHOOL ENROLLMENT, AND (2) BY 1973-1974, ONLY ABOUT HALF OF THOSE WITH LANGUAGE PROBLEMS WERE RECEIVING SPECIAL LANGUAGE INSTRUCTION. OTHER FINDINGS ARE ALSO HIGHLIGHTED. (AUTHOR/JM)

AVAILABILITY: COMMUNITY SERVICE SOCIETY OF NEW YORK, 105 EAST 22ND STREET, NEW YORK, NEW YORK 10010 $1.00)

ACCESSION NUMBER: ED113423

PUBLICATION DATE: AUG 75

TITLE: A STUDY OF A COURT-ORDERED PROGRAM FOR PUPILS WITH ENGLISH LANGUAGE DIFFICULTY. REPORT ON BILINGUAL PILOT SCHOOLS IN NEW YORK CITY.

PERSONAL AUTHOR: JOHNSON, ESTHER

DESCRIPTOR: CURRICULUM DEVELOPMENT; DISADVANTAGED YOUTH; ELEMENTARY SCHOOL STUDENTS; ENGLISH (SECOND LANGUAGE); LANGUAGE HANDICAPS; LANGUAGE INSTRUCTION; *LANGUAGE PROGRAMS; PARENT PARTICIPATION; *PILOT PROJECTS; *PROGRAM EVALUATION; PUBLIC SCHOOLS; SECONDARY SCHOOL STUDENTS; *SPANISH SPEAKING; STAFF UTILIZATION

IDENTIFIER: *NEW YORK (NEW YORK)

DESCRIPTIVE NOTE: 44P.

A CLASS ACTION BEGUN ON SEPTEMBER 20, 1972 WAS SETTLED ON AUGUST 29, 1974 BY A CONSENT DECREE SIGNED BY UNITED STATES DISTRICT JUDGE MARVIN E. FRANKEL. THE GROUP OF CHILDREN AFFECTED BY THE MANDATES IN THE CONSENT DECREE ARE "ALL NEW YORK CITY PUBLIC SCHOOL CHILDREN WHOSE ENGLISH LANGUAGE DEFICIENCY PREVENTS THEM FROM EFFECTIVELY PARTICIPATING IN THE LEARNING PROCESS AND WHO CAN MORE EFFECTIVELY PARTICIPATE IN SPANISH." THE DECREE MANDATES THAT "AN IMPROVED METHOD FOR ACCURATELY AND SYSTEMATICALLY IDENTIFYING AND CLASSIFYING CHILDREN WHO ARE SPANISH-SPEAKING OR SPANISH-SURNAMED WILL BE DESIGNED AND IMPLEMENTED BY THE BOARD OF EDUCATION." IN FEBRUARY 1975, A TOTAL OF 40 ELEMENTARY, JUNIOR HIGH, AND HIGH SCHOOLS WERE IDENTIFIED AND DESIGNATED AS PILOT SCHOOLS. THESE SCHOOLS WERE TO PROVIDE A COMPLETE BILINGUAL PROGRAM FOR ALL STUDENTS WITHIN EACH SCHOOL WHO HAD BEEN IDENTIFIED AS NEEDING THE PROGRAM. THEY WERE ALSO REQUIRED BY THE DECREE TO SERVE AS TRAINING CENTERS FOR APPROPRIATE SCHOOL PERSONNEL IN OTHER SCHOOLS. THE AGREEMENT CALLS FOR THE BOARD OF EDUCATION TO FULLY IMPLEMENT THE PROGRAM FOR ALL CHILDREN IN THE DESCRIBED CATEGORY BY SEPTEMBER 1975. (AUTHOR/JM)

AVAILABILITY: COMMUNITY SERVICE SOCIETY OF NEW YORK, 105 EAST 22ND STREET, NEW YORK, NEW YORK 10010 $1.50)

ACCESSION NUMBER: ED113908

PUBLICATION DATE: NOV 72

TITLE: PROCEEDINGS OF A WORKSHOP ON THE PREPARATION OF PERSONNEL IN EDUCATION OF BILINGUAL HEARING-IMPAIRED CHILDREN AGES 0-4.

PERSONAL AUTHOR: GRANT, JUNE

DESCRIPTOR: *AURALLY HANDICAPPED; *BILINGUALISM; CHANGE AGENTS; CONFERENCE REPORTS; EDUCATIONAL PROGRAMS; EVALUATION METHODS; EXCEPTIONAL CHILD EDUCATION; *INTERVENTION; *MEXICAN AMERICANS; NONPROFESSIONAL PERSONNEL; *PRESCHOOL EDUCATION; STAFF IMPROVEMENT; STAFF ROLE

IDENTIFIER: PARAPROFESSIONAL EDUCATION

DESCRIPTIVE NOTE: 86P.

PRESENTED ARE THE PROCEEDINGS OF A WORKSHOP ON PREPARING PERSONNEL TO EFFECTIVELY INTERVENE IN THE DEVELOPMENT AND EDUCATION OF MEXICAN-AMERICAN HEARING-IMPAIRED CHILDREN (0- TO 4-YEARS-OLD). PARTICIPANTS (WHO WERE PROFESSIONALS IN SUCH DISCIPLINES AS PSYCHOLOGY, MEDICINE, AND EDUCATION) INVESTIGATED FOUR MAIN TOPICS (EXAMPLES OF CONCLUSIONS ARE IN PARENTHESES): THE KNOWLEDGES, UNDERSTANDINGS, AND COMPETENCIES NEEDED BY THE MEDIATORS TO INTERVENE EFFECTIVELY (THE PRINCIPLE AREA IN WHICH THE HEARING-IMPAIRED CHILD PRESENTS PROBLEMS IS COMMUNICATION); THE RESPONSIBILITIES AND LEVEL OF PREPARATION DESIRED FOR THE INTERVENER (MOTHERS OR SURROGATE MOTHERS NEED TO FUNCTION AS IDENTIFIER, COORDINATOR, INTERPRETER, AND EVALUATOR); PERSONNEL TRAINING PROGRAMS (PERSONNEL MUST BE RECRUITED FROM THE MEXICAN-AMERICAN CULTURE); AND AREAS AMENABLE TO EVALUATION (COMPLETE EVALUATION REQUIRES ASSESSMENT FOR EVERY PROCEDURE AND PERSON WHO HAS CONTACT WITH THE HEARING-IMPAIRED CHILD). THE FINAL TOPIC IS A COMPILATION OF THE FINDINGS AND EXPLORES IMPLICATIONS FOR CHANGE IN INTERDISCIPLINARY APPROACHES, ADMINISTRATION OF SERVICE PROGRAMS, LEGISLATION, FUNDING, ADVISORY COMMITTEES AND COOPERATIVE COUNCILS, RESEARCH, AND PROGRAM SCHEMA. FIVE APPENDIXES ARE PROVIDED INCLUDING INFORMATION ON GOAL SETTING CONSIDERATIONS. (SB)

ACCESSION NUMBER: ED113999

PUBLICATION DATE: 75

TITLE: CHICANO CONTENT AND SOCIAL WORK EDUCATION.

PERSONAL AUTHOR: SOTOMAYOR, MARTA, ED.; ORTEGO Y GASCA, PHILIP D., ED.

DESCRIPTOR: COURSE CONTENT; *CULTURAL ENVIRONMENT; *CURRICULUM DEVELOPMENT; DECISION MAKING; *GROUP EXPERIENCE; *HIGHER EDUCATION; LINGUISTICS; *MEXICAN AMERICANS; MODELS; RECRUITMENT; SOCIAL ACTION; SOCIAL ISOLATION; *SOCIAL WORK

DESCRIPTIVE NOTE: 100P.

THIS DOCUMENT RESULTS FROM A CONFERENCE DESIGNED TO COMPEL PARTICIPANTS TO IDENTIFY AND DEVELOP CURRICULUM CONTENT FROM THE CHICANO VIEWPOINT. THE SPEAKERS PROVIDE ALTERNATIVE PERSPECTIVES FOR DEVELOPING THE DESIRED CONTENT. ISSUES DISCUSSED ARE: AN ACTION MODEL FOR EDUCATION, THE ROLE OF LINGUISTICS IN SHAPING THE INDIVIDUAL FROM HIS PERSONALITY TO HIS WORLD VIEW, THE VALUING THEORY APPLIED TO MAKING THE DIFFICULT CHOICES OF SELECTING ITEMS FOR INCLUSION INTO THE CURRICULUM, A RADICAL PERSPECTIVE ON THE NEED FOR SOCIAL CHANGE AND THE VALUE OF IDEOLOGY FOR AN OPPRESSED GROUP, AND THE BARRIO EXPERIENCE AS A SET OF MEANS FOR SURVIVAL IN SUBURBIA. (AUTHOR/KE)

AVAILABILITY: COUNCIL ON SOCIAL WORK EDUCATION, 345 E. 46TH STREET, NEW YORK, NEW YORK 10017 ($3.50)

HARD COPY NOT AVAILABLE FROM EDRS

ACCESSION NUMBER: ED114133

PUBLICATION DATE: 25 APR 75

TITLE: ADMINISTRATIVE REORGANIZATIONAL NEEDS IN CHICANO STUDIES AT CERRITOS COLLEGE.

PERSONAL AUTHOR: HINRICHSEN, KEITH A.

DESCRIPTOR: *ADMINISTRATIVE ORGANIZATION; ADMINISTRATIVE PERSONNEL; BUDGETS; DAY PROGRAMS; DEPARTMENTS; *ETHNIC STUDIES; EVENING PROGRAMS; FACULTY MOBILITY; *JUNIOR COLLEGES; *MEXICAN AMERICANS; *PART TIME TEACHERS; SURVEYS

IDENTIFIER: CERRITOS COLLEGE; *CHICANO STUDIES PROGRAM

DESCRIPTIVE NOTE: 31P.; ED.D. PRACTICUM, NOVA UNIVERSITY

THE CHICANO STUDIES (CS) PROGRAM AT CERRITOS COLLEGE (CALIFORNIA) IS ADMINISTRATIVELY RECOGNIZED BUT INSTRUCTIONALLY DEPENDENT, WITH COURSES OFFERED THROUGH FOUR OF THE COLLEGE'S DIVISIONS. PRESSURE HAS BEEN BROUGHT TO BEAR BY THE CITIZENS' RESOURCE COMMITTEE TO GRANT THE PROGRAM ADMINISTRATIVE AUTONOMY, A SEPARATE INSTRUCTIONAL BUDGET, AND A FULL-TIME COORDINATOR. THIS STUDY EXAMINES THE REORGANIZATIONAL NEEDS OF THE CS PROGRAM IN LIGHT OF THESE DEMANDS AND THE COLLEGE SITUATION. EMPLOYMENT TRENDS OF PART-TIME AND FULL-TIME CS INSTRUCTORS AND INSTRUCTOR TURN-OVER RATES WERE ANALYZED. A COMPARISON OF PART-TIME INSTRUCTOR ATTRITION IN REGULAR AND CS SECTIONS OF THE SAME COURSES REVEALED THAT BOTH EXCEEDED THE 33 PERCENT LIMIT REGARDED AS ESSENTIAL FOR PROGRAM STABILITY. A DESCRIPTIVE SURVEY OF 10 URBAN COMMUNITY COLLEGES WITH CS PROGRAMS IN CALIFORNIA WAS CONDUCTED; THREE PROGRAMS WERE ADMINISTRATIVELY AUTONOMOUS, HALF HAD INDEPENDENT BUDGETS, AND ALL 10 REPORTED THAT MOST CLASSES WERE TAUGHT BY FULL-TIME FACULTY. ON THE BASIS OF THE FINDINGS, EMPLOYMENT OF A FULL-TIME COORDINATOR, FULL-TIME FACULTY, AND CENTRAL BUDGET COORDINATION ARE RECOMMENDED, BUT ADMINISTRATIVE AUTONOMY IS NOT RECOMMENDED. A REVIEW OF THE LITERATURE IS INCLUDED. (BB)

ACCESSION NUMBER: ED114213

PUBLICATION DATE: OCT 75

TITLE: PERSPECTIVES ON SCHOOL PRINT MATERIALS: ETHNIC, NON-SEXIST AND OTHERS.

PERSONAL AUTHOR: ROSENOFF, WAYNE E., COMP.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; CHINESE AMERICANS; *CONTENT ANALYSIS; CULTURAL IMAGES; ETHNIC STEREOTYPES; EVALUATION CRITERIA; FEMALES; LITERARY PERSPECTIVE; *MEXICAN AMERICANS; NEGROES; READING MATERIALS; SEX STEREOTYPES; *STEREOTYPES; *TEXTBOOK BIAS; TEXTBOOK SELECTION

DESCRIPTIVE NOTE: 89P.

TEACHERS AND ADMINISTRATORS SHOULD BE ABLE TO DISTINGUISH BETWEEN ADEQUATE AND INADEQUATE TREATMENT OF DIFFERENT ETHNIC GROUPS WHEN SELECTING CULTURE-FAIR MATERIALS FOR THE CLASSROOM. WHEN SELECTING SUCH MATERIALS, THEY SHOULD CONSIDER THE FOLLOWING CRITERIA: (1) VALIDITY OF INFORMATION (ACCURACY, PERPETUATION OF STEREOTYPES); (2) BALANCE (COMPARISONS OF CULTURAL VALUES, PRESENTATION OF DISTINCTIVE CULTURAL CHARACTERISTICS, ACKNOWLEDGEMENT OF DIFFERENCES OF SOCIAL CLASSES AND VALUES WITHIN THE ETHNIC GROUP); (3) UNITY (VIEWPOINTS CONCERNING HISTORICAL EVENTS OR ISSUES, FULL RANGE OF EVENTS WHEN DISCUSSING HISTORICAL EVENTS, CONTRIBUTION AND INVOLVEMENT OF THE ETHNIC GROUP(S) AT ALL APPROPRIATE AND MEANINGFUL POINTS); AND (4) REALISM (NO ERRONEOUS IMPRESSIONS, INDIVIDUAL AND GROUP PORTRAYAL IN TRUE-TO-LIFE FASHION, OVERALL IMPRESSION OF THE TEXT'S LANGUAGE, TONE, AND ILLUSTRATIONS, AND NO LITERAL OR STILTED TRANSLATIONS). THE CONCISE DISCUSSION ON CURRICULAR CONTENT PRESENTED IN THIS BOOKLET DESCRIBE AND APPLY THESE CRITERIA FROM THE PERSPECTIVES OF NATIVE AMERICANS, MEXICAN AMERICANS, BLACK AMERICANS, CHINESE AMERICANS, WOMEN, BLUE-COLLAR WORKERS, AGED, NON-CHRISTIANS, AND THOSE HAVING ALTERNATIVE LIFE STYLES. (NQ)

ACCESSION NUMBER: ED114223

PUBLICATION DATE: 74

TITLE: TRAINING MIGRANT PARAPROFESSIONALS IN BILINGUAL MINI HEAD START. MEXICAN CULTURAL HERITAGE MATERIALS FOR PRESCHOOL CHILDREN.

PERSONAL AUTHOR: BERMEA, MARIA TERESA CRUZ

DESCRIPTOR: BILINGUAL EDUCATION; *CULTURAL BACKGROUND; CULTURAL EDUCATION; CURRICULUM GUIDES; EDUCATIONAL GAMES; *INSTRUCTIONAL MATERIALS; MANIPULATIVE MATERIALS; *MIGRANT EDUCATION; *PRESCHOOL CHILDREN; *SPANISH CULTURE; UNITS OF STUDY (SUBJECT FIELDS)

DESCRIPTIVE NOTE: 106P.; IN SPANISH

GIVEN IN THIS MANUAL ARE MATERIALS USED IN THE BILINGUAL MINI HEAD START PROGRAM TO TEACH MIGRANT PRESCHOOL CHILDREN ABOUT THEIR MEXICAN CULTURAL HERITAGE. PRESENTED IN SPANISH, THE ACTIVITIES INCLUDE PRONUNCIATION EXERCISES, RHYMES, TALES, SONGS, DANCES, GAMES, AND MANUAL ACTIVITIES. MATERIALS ARE GIVEN FOR TEACHING ABOUT: (1) EL DIA DE LA BANDERA, (2) DON BENITO JUAREZ, (3) DIA DEL EJERCITO, (4) DIA DEL CARNAVAL, (5) LA PRIMAVERA, (6) DIA DE LA MADRE, (7) DIA DEL PADRE, (8) LA NAVIDAD EN MEXICO, (9) NUESTROS AMIGUITOS DEL MUNDO, (10) FRUTAS Y VERDURAL, AND (11) LA ESTUDIANTINA. (NQ)

ACCESSION NUMBER: ED11[illegible]234

PUBLICATION DATE: FEB 75

TITLE: SOME QUALITATIVE LANGUAGE DIFFERENCES AMONG SELECTED MONOLINGUAL AND SPANISH-ENGLISH BILINGUAL HIGH SCHOOL STUDENTS.

PERSONAL AUTHOR: REYES, DONALD J.; AND OTHERS

DESCRIPTOR: *BILINGUAL STUDENTS; COMPARATIVE ANALYSIS; DEFINITIONS; *HIGH SCHOOL STUDENTS; LANGUAGE DEVELOPMENT; MONOLINGUALISM; *NATIVE SPEAKERS; SEMANTICS; *SPANISH SPEAKING; *VOCABULARY DEVELOPMENT

IDENTIFIER: *ENGLISH SPEAKING

DESCRIPTIVE NOTE: 8P.

THREE HYPOTHESES WERE TESTED: (1) THERE IS NO SIGNIFICANT DIFFERENCE BETWEEN THE PROPORTIONS OF HIGHER LEVEL DEFINITIONS GIVEN BY THE MONOLINGUAL STUDENTS AND THOSE OF THE BILINGUAL STUDENTS GIVEN IN ENGLISH; (2) THERE IS NO SIGNIFICANT DIFFERENCE BETWEEN THE PROPORTIONS OF HIGHER LEVEL DEFINITIONS GIVEN BY THE MONOLINGUAL STUDENTS AND THOSE OF THE BILINGUAL STUDENTS GIVEN IN SPANISH; AND (3) THERE IS NO SIGNIFICANT DIFFERENCE BETWEEN THE PROPORTIONS OF HIGHER LEVEL DEFINITIONS GIVEN BY BILINGUAL STUDENTS IN SPANISH AND IN ENGLISH. TWENTY-SIX BILINGUAL LATINO (24 SPOKE SPANISH AS A FIRST LANGUAGE AND 2 ENGLISH) AND 42 MONOLINGUAL STUDENTS WERE ASKED TO DEFINE THE FOLLOWING WORDS, TAKEN FROM THE VOCABULARY SECTION OF THE REVISED STANFORD BINET INTELLIGENCE TEST OR SLIGHT MODIFICATIONS OF THESE: ORANGE, ENVELOPE, PUDDLE, EYELASH, DRESS, LECTURE, HURRY, PECULIARITY, RULE, TOLERATE, AND BURN. THE SPANISH LANGUAGE LIST WAS COMPILED BY BACK TRANSLATION. CORRECT RESPONSES WERE CATEGORIZED ACCORDING TO: (1) DEFINITIONS STRESSING THE WORD'S FUNCTION, DESCRIPTION, LOCATION, OR ORIGIN (SIGNIFYING LESSER LINGUISTIC DEVELOPMENT) AND (2) SYNONYM AND SYNONYM MODIFIED DEFINITIONS (INDICATIVE OF MORE MATURE OR QUALITATIVELY HIGHER LANGUAGE DEVELOPMENT). BOTH THE FIRST AND SECOND HYPOTHESES WERE REJECTED; THE DIFFERENCES FAVORED THE MONOLINGUAL GROUP. SINCE NO SIGNIFICANT DIFFERENCE WAS FOUND, THE THIRD HYPOTHESIS WAS RETAINED. (NQ)

ACCESSION NUMBER: ED114413

PUBLICATION DATE: SEP 75

TITLE: THE EFFECT OF VISUAL FORMAT UPON THE TEST PERFORMANCE OF SPANISH-SPEAKING STUDENTS.

PERSONAL AUTHOR: O'NEILL, JOSEPHINA; AND OTHERS

DESCRIPTOR: BILINGUAL STUDENTS; COMPARATIVE ANALYSIS; *ELEMENTARY SCHOOL STUDENTS; LISTENING COMPREHENSION; LOWER CLASS STUDENTS; MULTIPLE CHOICE TESTS; *ORGANIZATION; PRIMARY EDUCATION; *RESPONSE MODE; *SPANISH SPEAKING; *TESTING; TESTING PROBLEMS; TEST RESULTS; VISUAL MEASURES; VOCABULARY

IDENTIFIER: *INTERAMERICAN TESTS OF GENERAL ABILITY; TOGA LEVEL I OV

DESCRIPTIVE NOTE: 11P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION (CHICAGO, ILLINOIS, SEPTEMBER 1975)

THE INTER-AMERICAN TEST OF GENERAL ABILITIES (TOGA) FOR BILINGUAL CHILDREN HAS PARALLEL SPANISH AND ENGLISH FORMS WHICH HAVE BEEN USED TO DETERMINE LANGUAGE PROFICIENCY AND DOMINANCE. GENERALLY, THERE HAS BEEN LITTLE EMPHASIS ON MEASURING SUCH PHYSICAL TEST FEATURES AS SIZE, SPACING, COLOR, AND TYPEFACE. THE PURPOSE OF THIS STUDY WAS TO DETERMINE WHETHER THE ORAL VOCABULARY SUBTEST OF TOGA, LEVEL I, SIGNIFICANTLY AFFECTS THE TEST PERFORMANCE OF SPANISH-SPEAKING YOUNGSTERS. RESULTS INDICATE THAT SPACING IS A SIGNIFICANT FACTOR IN THE TEST PERFORMANCE OF SPANISH-SPEAKING YOUNGSTERS ON THIS TEST. IT IS EMPHASIZED THAT LACK OF RESEARCH CONCERNING FORMAT FACTORS, PARTICULARLY AT THE ELEMENTARY SCHOOL LEVEL, REQUIRES PROMPT ACTION. (BJG)

# PART II: CITATIONS FROM

# CURRENT INDEX TO JOURNALS IN EDUCATION

ACCESSION NUMBER: EJ111899

PUBLICATION DATE: JAN 75

TITLE: ADDRESSING THE EDUCATIONAL NEEDS OF SPANISH SURNAMED STUDENTS IN CALIFORNIA

PERSONAL AUTHOR: REYES, RAMIRO

DESCRIPTOR: *EDUCATIONAL NEEDS; *EDUCATIONAL OPPORTUNITIES; *MEXICAN AMERICANS; *MIGRANT EDUCATION; *PROGRAM DESCRIPTIONS; INSERVICE TEACHER EDUCATION

SINCE THIS ARTICLE IS LIMITED TO THE DISCUSSION OF IMPROVED EDUCATIONAL OPPORTUNITIES FOR SPANISH SURNAMED CHILDREN AND YOUTH IN CALIFORNIA, AUTHOR FOCUSED ON THE EFFORTS OF THE STATE DEPARTMENT OF EDUCATION TO MEET THE NEEDS OF SPANISH SURNAMED CONSTITUENCY. (AUTHOR/RK)

JOURNAL CITATION: THRUST FOR EDUCATION LEADERSHIP; 4; 3; 4-7

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ACCESSION NUMBER: EJ111900

PUBLICATION DATE: JAN 75

TITLE: "EL GRINGO NO ES PENDEJO, MIJO-"

PERSONAL AUTHOR: PALOMARES, UVALDO

DESCRIPTOR: *LEADERSHIP QUALITIES; *MEXICAN AMERICANS; *STUDENT DEVELOPMENT; *CURRICULUM DEVELOPMENT; *PROBLEM SOLVING; CULTURAL INTERRELATIONSHIPS; EDUCATIONAL HISTORY

AUTHOR DISCUSSED THE DEVELOPMENT OF A MULTI-LINGUAL, MULTI-CULTURAL-BASED EDUCATIONAL SYSTEM DESIGNED TO HELP MEXICAN AMERICANS GAIN AN EDUCATION. (RK)

JOURNAL CITATION: THRUST FOR EDUCATION LEADERSHIP; 4; 3; 8-11

p. 218 blank

ACCESSION NUMBER: EJ111905

PUBLICATION DATE: JAN 75

TITLE: INDIVIDUALIZATION OF INSTRUCTION AND THE BILINGUAL BICULTURAL TEACHER IN THE EDUCATION OF THE MEXICAN AMERICAN

PERSONAL AUTHOR: ESTUPINIAN, RAFAEL H.

DESCRIPTOR: *INDIVIDUALIZED INSTRUCTION; *BILINGUAL TEACHERS; *MEXICAN AMERICANS; *BICULTURALISM; *EDUCATIONAL PROBLEMS; TEACHER RESPONSIBILITY; STUDENT TEACHER RELATIONSHIP

CONSIDERED THE PROBLEMS AFFECTING THE BILINGUAL TEACHER, VIEWED IN THE LIGHT OF THE PROCESSES OF INDIVIDUALIZATION, AS WELL AS HOW THESE PROBLEMS AFFECT THE EDUCATION OF THE MEXICAN AMERICAN. (AUTHOR/RK)

JOURNAL CITATION: THRUST FOR EDUCATION LEADERSHIP; 4; 3; 26-8,31

ACCESSION NUMBER: EJ111906

PUBLICATION DATE: JAN 75

TITLE: A GROWING AWARENESS OF THE SPANISH SPEAKING CHILD

PERSONAL AUTHOR: CORTINES, RAMON C.

DESCRIPTOR: *SPANISH SPEAKING; *EDUCATIONAL PROBLEMS; *EDUCATIONAL RESPONSIBILITY; *SCHOOL SYSTEMS; *BILINGUAL EDUCATION; TEACHER QUALIFICATIONS; CURRICULUM DEVELOPMENT; PROGRAM DESIGN

CONSIDERED THE PROBLEMS OF NON-ENGLISH SPEAKING CHILDREN AND THE PROVISION OF MEANINGFUL EDUCATIONAL PROGRAMS FOR THEM. (RK)

JOURNAL CITATION: THRUST FOR EDUCATION LEADERSHIP; 4; 3; 29-31

ACCESSION NUMBER: EJ112024

PUBLICATION DATE: FEB 8 75

TITLE: ON BECOMING A CHICANO

PERSONAL AUTHOR: RODRIQUEZ, RICHARD

DESCRIPTOR: *SPANISH SPEAKING; *MEXICAN AMERICANS; *SELF CONCEPT; *CULTURAL BACKGROUND; *SELF EVALUATION; CRITICAL THINKING; AUTOBIOGRAPHIES

AN AMERICAN GRADUATE STUDENT RECALLS HOW HE SLOUGHED OFF HIS SPANISH-MEXICAN HERITAGE AND THEN PAINFULLY REDISCOVERED HIS CHICANO ROOTS. (EDITOR)

JOURNAL CITATION: SATURDAY REVIEW; 2; 10; 46-8

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ACCESSION NUMBER: EJ112238

PUBLICATION DATE: DEC 74

TITLE: A COMPARISON OF ANGLO- AND MEXICAN-AMERICAN COLLEGE STUDENTS ON LOCUS OF CONTROL

PERSONAL AUTHOR: GARZA, RAYMOND T.; AMES, RUSSELL E., JR.

DESCRIPTOR: *COLLEGE STUDENTS; *CAUCASIANS; *MEXICAN AMERICANS; *LOCUS OF CONTROL; *CULTURAL FACTORS; RESEARCH PROJECTS; INTERPERSONAL RELATIONSHIP; HIGHER EDUCATION

IDENTIFIER: *INTERNAL EXTERNAL LOCUS OF CONTROL SCALE (ROTTER)

USING ROTTER'S (1966) I-E SCALE, DATA WERE GATHERED ON 204 COLLEGE STUDENTS. THE FINDINGS NOT ONLY CONTRADICT THE STEROTYPE THAT MEXICAN-AMERICANS ARE FATALISTIC AND CONTROLLED BY EXTERNAL FORCES BUT THEY SEEM TO SUGGEST THAT THEIR CULTURE ACTUALLY CONTRIBUTES TO A GREATER PERCEPTION OF INTERNAL CONTROL. (AUTHOR)

JOURNAL CITATION: JOURNAL OF CONSULTING AND CLINICAL PSYCHOLOGY; 42; 6; 919

ACCESSION NUMBER: EJ112261

PUBLICATION DATE: FEB 75

TITLE: CHICANO GROUP CATALYSTS

PERSONAL AUTHOR: RUIZ, AURELIANO SANDOVAL

DESCRIPTOR: *GROUP COUNSELING; *CROSS CULTURAL STUDIES; *MEXICAN AMERICANS; *ETHNIC GROUPS; *INTERACTION; RESEARCH PROJECTS; COUNSELING EFFECTIVENESS; SELF ACTUALIZATION

THIS ARTICLE DISCUSSES HOW ETHNICITY CAN BE INCORPORATED INTO GROWTH GROUPS. THE USE OF INTERACTION FACILITATION TECHNIQUES IS DISCUSSED. (AUTHOR/EK)

JOURNAL CITATION: PERSONNEL AND GUIDANCE JOURNAL; 53; 6; 462-466

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ACCESSION NUMBER: EJ112517

PUBLICATION DATE: NOV 74

TITLE: WORD-PAIR DISCRIMINATION AND IMITATION ABILITIES OF PRESCHOOL SPANISH-SPEAKING CHILDREN

PERSONAL AUTHOR: EVANS, JOYCE STEWART

DESCRIPTOR: *DISADVANTAGED YOUTH; *BILINGUAL STUDENTS; *AUDITORY PERCEPTION; *SPANISH AMERICANS; EXCEPTIONAL CHILD RESEARCH; ECONOMICALLY DISADVANTAGED; MINORITY GROUPS; DISCRIMINATION LEARNING; IMITATION

JOURNAL CITATION: JOURNAL OF LEARNING DISABILITIES; 7; 9; 573-80

ACCESSION NUMBER: EJ112648

PUBLICATION DATE: SEP 15 74

TITLE: MEXICAN-AMERICAN EVALUATIONAL JUDGMENTS ABOUT LANGUAGE VARIETIES

PERSONAL AUTHOR: COHEN, ANDREW D.

DESCRIPTOR: *ATTITUDES; *SOCIOLINGUISTICS; *SPANISH; *ENGLISH; *LANGUAGE USAGE; SPANISH AMERICANS; LANGUAGE RESEARCH; CULTURAL FACTORS; BILINGUALISM; STATISTICAL STUDIES

A 1971 STUDY OF FORMATION OF LANGUAGE ATTITUDES AND THEIR BASIS, AND IN PARTICULAR THE CONCEPT OF "BEST" LANGUAGE VARIETY, AMONG PREDOMINANTLY IMMIGRANT MEXICAN-AMERICAN PARENTS IS REPORTED. (RM)

JOURNAL CITATION: LINGUISTICS; 136; 33-51

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ACCESSION NUMBER: EJ112674

PUBLICATION DATE: AUG-SEP 74

TITLE: EL LENGUAJE ESPANOL EN FILIPINAS (THE SPANISH LANGUAGE IN THE PHILIPPINES)

PERSONAL AUTHOR: OROSA, SIXTO Y.

DESCRIPTOR: *SPANISH; *SECOND LANGUAGE LEARNING; *LANGUAGE INSTRUCTION; *SPANISH CULTURE; *CULTURE CONTACT; BILINGUAL EDUCATION; CULTURAL FACTORS

DEALS WITH THE SPANISH INFLUENCE IN THE PHILIPPINE ISLANDS AND THE NECESSITY OF TEACHING THE SPANISH LANGUAGE. (TEXT IS IN SPANISH.) (DS)

JOURNAL CITATION: YELMO; 19; 35-38

ACCESSION NUMBER: EJ112657

PUBLICATION DATE: DEC 74

TITLE: EXPLORING THE ROLE OF THE UNITED STATES HISPANO IN THE DISSEMINATION OF ANGLICISMS IN SPANISH

PERSONAL AUTHOR: TESCHNER, RICHARD VINCENT

DESCRIPTOR: *SPANISH SPEAKING; *BILINGUALISM; *IMMIGRANTS; *VOCABULARY; *MUTUAL INTELLIGIBILITY; SOCIOLINGUISTICS; CENSUS FIGURES; MEXICAN AMERICANS

IDENTIFIER: *ANGLICISMS (SPANISH); LOANWORDS

JOURNAL CITATION: FOREIGN LANGUAGE ANNALS; 7; 6; 681-693

ACCESSION NUMBER: EJ112726

PUBLICATION DATE: 74

TITLE: ZUR DIDAKTIK DER MEDIZINISCHEN FACHSPRACHE (ON TEACHING THE TECHNICAL LANGUAGE OF MEDICINE)

PERSONAL AUTHOR: BECKER, NORBERT

DESCRIPTOR: *LANGUAGES FOR SPECIAL PURPOSES; *GERMAN; *SPANISH SPEAKING; *MEDICAL STUDENTS; *LANGUAGE INSTRUCTION; LESSON PLANS; TEACHING GUIDES; READING INSTRUCTION

THIS GUIDE IS DESIGNED FOR TEACHING SPANISH-SPEAKING STUDENTS OF MEDICINE WHO ARE LEARNING TO READ HIGHLY SPECIALIZED TEXTS IN THEIR FIELD. A SAMPLE TEXT, OF SEVEN LINES, IS PRESENTED, FOLLOWED BY A CAREFULLY WORKED OUT TEACHING PLAN, EXERCISES, AND A TEST. (TEXT IS IN GERMAN.) (IFS/WGA)

JOURNAL CITATION: ZIELSPRACHE DEUTSCH; 3; 110-123

ACCESSION NUMBER: EJ112729

PUBLICATION DATE: JUN 74

TITLE: CIVIL RIGHTS COMMISSION REPORTS ON DISCRIMINATION

DESCRIPTOR: *MEXICAN AMERICANS; *CULTURAL AWARENESS; *EQUAL EDUCATION; *SPANISH SPEAKING; *BILINGUAL EDUCATION; MEXICAN AMERICAN HISTORY; COMMUNITY INVOLVEMENT; ELEMENTARY SECONDARY EDUCATION

IDENTIFIER: *SOUTHWESTERN STATES

THE U.S. COMMISSION ON CIVIL RIGHTS MAINTAINED IN A REPORT THAT MEXICAN AMERICAN STUDENTS ARE EXPERIENCING WIDESPREAD DISCRIMINATION IN PUBLIC SCHOOLS IN THE SOUTHWEST AND MADE 51 RECOMMENDATIONS TO HELP PROMOTE EQUAL EDUCATION FOR MEXICAN AMERICANS. IT IS CLAIMED THAT LANGUAGE AND CULTURAL BIAS HAS CREATED DISCRIMINATORY PRACTICES. (SW)

JOURNAL CITATION: LINGUISTIC REPORTER; 16; 6; 1,8

ACCESSION NUMBER: EJ112819

PUBLICATION DATE: MAR 75

TITLE: ACADEMIC PERFORMANCE OF CHICANO EOG RECIPIENTS

PERSONAL AUTHOR: IMMENHAUSEN, RICHARD L.

DESCRIPTOR: *HIGHER EDUCATION; *ACADEMIC ACHIEVEMENT; *SPANISH SPEAKING; *GRANTS; MINORITY GROUPS; STUDENT NEEDS; FINANCIAL SUPPORT

IDENTIFIER: *EQUAL OPPORTUNITY GRANTS; EOG

JOURNAL CITATION: JOURNAL OF STUDENT FINANCIAL AID; 5; 1; 50-56

ACCESSION NUMBER: EJ113032

PUBLICATION DATE: JAN 75

TITLE: DEVELOPMENT OF ADAPTIVE ASSERTIVENESS IN MEXICAN AND UNITED STATES CHILDREN

PERSONAL AUTHOR: KAGAN, SPENCER; CARLSON, HELENA

DESCRIPTOR: *CROSS CULTURAL STUDIES; *ANGLO AMERICANS; *MEXICAN AMERICANS; *SOCIAL ADJUSTMENT; *ELEMENTARY SCHOOL STUDENTS; RURAL URBAN DIFFERENCES; SOCIOECONOMIC INFLUENCES

IDENTIFIER: *ASSERTIVENESS; MEXICAN CHILDREN

JOURNAL CITATION: DEVELOPMENTAL PSYCHOLOGY; 11; 1; 71-78

ACCESSION NUMBER: EJ113942

PUBLICATION DATE: JAN 75

TITLE: PREDICTORS OF COLLEGE SUCCESS FOR THE DISADVANTAGED MEXICAN-AMERICAN

PERSONAL AUTHOR: LOWMAN, ROBERT P.; SPUCK, DENNIS W.

DESCRIPTOR: *MEXICAN AMERICANS; *COLLEGE ADMISSION; *ADMISSION CRITERIA; *SUCCESS FACTORS; HIGHER EDUCATION; RESEARCH PROJECTS; MINORITY GROUPS; ETHNIC GROUPS; PREDICTOR VARIABLES

FOR 75 MEXICAN-AMERICAN STUDENTS IN A TRANSITION YEAR PROGRAM AT SELECTIVE PRIVATE COLLEGES, MULTIPLE REGRESSION ANALYSIS REVEALED THAT NONTRADITIONAL PREDICTORS SUCH AS LOW INCOME, ENGLISH DIFFICULTY, DENIED REGULAR COLLEGE ADMISSION, AND HIGH SCHOOL UNDERACHIEVEMENT WITH HIGH IQ ACCOUNTED FOR MORE VARIANCE IN FIRST YEAR COLLEGE SUCCESS THAN DID THE TRADITIONAL PREDICTORS. (AUTHOR)

JOURNAL CITATION: JOURNAL OF COLLEGE STUDENT PERSONNEL; 16; 1; 40-47

ACCESSION NUMBER: EJ114047

PUBLICATION DATE: MAR 75

TITLE: DEVELOPING PROGRAMS FOR SPANISH-SPEAKING STUDENTS

PERSONAL AUTHOR: FLETCHER, BRADY J.; KENDALL, KANDACE

DESCRIPTOR: *SPANISH SPEAKING; *BILINGUAL STUDENTS; *COUNSELING PROGRAMS; *CULTURAL PLURALISM; JUNIOR HIGH SCHOOLS; PROGRAM DESCRIPTIONS; GROUP COUNSELING

DESCRIBES A COUNSELING PROGRAM IN A JUNIOR HIGH SCHOOL IN WASHINGTON, D.C., THAT HAD STUDENTS FROM PRACTICALLY EVERY CONTINENT OF THE WORLD WITH A PARTICULARILY LARGE SPANISH-SPEAKING POPULATION. THE ARTICLE EXPLAINS STEPS TAKEN TO ORIENTATE THESE STUDENTS. (AUTHOR/HMV)

JOURNAL CITATION: ELEMENTARY SCHOOL GUIDANCE AND COUNSELING; 9; 3; 241-244

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ACCESSION NUMBER: EJ114281

PUBLICATION DATE: DEC 74-JAN 75

TITLE: EL ESPANOL SE ENSANCHA EN AMERICA (THE SPREADING OF SPANISH IN AMERICA)

PERSONAL AUTHOR: JUNCO, ALFONSO

DESCRIPTOR: *SPANISH; *IDIOMS; *VOCABULARY; *LANGUAGE USAGE; EXPRESSIVE LANGUAGE; SPANISH AMERICANS; CULTURE CONTACT

DEFINES AND EVALUATES THE CONSECUENCES BROUGHT ABOUT BY THE INCREASE OF AMERICANISMS IN THE SPANISH LANGUAGE. (TEXT IS IN SPANISH.) (DS)

JOURNAL CITATION: YELMO; 21; 40-41

ACCESSION NUMBER: EJ114630

PUBLICATION DATE: APR 75

TITLE: POR FAVOR--DESPIERTA EL COMMUNITY COLLEGE

PERSONAL AUTHOR: REYES, GUADALUPE, JR.

DESCRIPTOR: *JUNIOR COLLEGES; *MEXICAN AMERICANS; *EDUCATIONAL NEEDS; *SPANISH SPEAKING; *ETHNIC GROUPS; JUNIOR COLLEGE STUDENTS; MINORITY GROUP TEACHERS; FINANCIAL SERVICES; ADULT BASIC EDUCATION; SPANISH AMERICANS

REVIEWS THE PLIGHT OF THE SPANISH-SPEAKING PEOPLE OF THE UNITED STATES AND RECOMMENDS THIRTEEN WAYS IN WHICH COMMUNITY COLLEGES CAN BETTER MEET THEIR NEEDS. (DC)

JOURNAL CITATION: COMMUNITY AND JUNIOR COLLEGE JOURNAL; 45; 7; 22-24

ACCESSION NUMBER: EJ114673

PUBLICATION DATE: MAR 75

TITLE: SPANISH IN THE PRESCHOOL: A BILINGUAL AID FOR THE ENGLISH-SPEAKING STAFF

PERSONAL AUTHOR: ZAREMBA, SARAH W.

DESCRIPTOR: *BILINGUAL TEACHER AIDES; *BILINGUAL STUDENTS; *SPANISH SPEAKING; *PRONUNCIATION INSTRUCTION; *WORD LISTS

LISTS FREQUENTLY USED WORDS AND PHRASES IN ENGLISH AND SPANISH ALONG WITH SPANISH PRONUNCIATION GUIDES. (ED)

JOURNAL CITATION: YOUNG CHILDREN; 30; 3; 174-178

ACCESSION NUMBER: EJ114689

PUBLICATION DATE: F 73

TITLE: PATTERNS OF MASS MEDIA USE AND ATTITUDES ABOUT MASS MEDIA AMONG SELECTED ANGLO AND CHICANO OPINION LEADERS

PERSONAL AUTHOR: KORMAN, FRANK; VALENZUELA, NICHOLAS

DESCRIPTOR: *ANGLO AMERICANS; *ATTITUDES; *MEXICAN AMERICANS; ADULT LEADERS; COMMUNITY LEADERS; INFORMATION UTILIZATION; MASS MEDIA

IDENTIFIER: *OPINION LEADERS; CHICANOS; AUSTIN; TEXAS

JOURNAL CITATION: AZTLAN; 4; 2; 335-42

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ACCESSION NUMBER: EJ114691

PUBLICATION DATE: F 73

TITLE: STRUCTURAL CHANGE AND CHICANO EMPLOYMENT IN THE SOUTHWEST, 1950-1970: SOME PRELIMINARY OBSERVATIONS

PERSONAL AUTHOR: KANE, TIM D.

DESCRIPTOR: *COMPARATIVE ANALYSIS; *ECONOMIC CHANGE; *EMPLOYMENT OPPORTUNITIES; *MEXICAN AMERICANS; ANGLO AMERICANS; EMPLOYMENT TRENDS; VOCATIONAL ADJUSTMENT

IDENTIFIER: *SOUTHWEST; CHICANOS

JOURNAL CITATION: AZTLAN; 4; 2; 383-98

ACCESSION NUMBER: EJ115076

PUBLICATION DATE: APR 75

TITLE: THE CHICANO EXPERIENCE

PERSONAL AUTHOR: DURAN, JESSE DAN

DESCRIPTOR: *MEXICAN AMERICANS; *CULTURAL ENVIRONMENT; RACIAL DISCRIMINATION; RECREATION; COUNSELING

JOURNAL CITATION: PARKS AND RECREATION; 10; 4; 42-3;50-1

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ACCESSION NUMBER: EJ115888

PUBLICATION DATE: MAR-APR 75

TITLE: IQ TESTS: A CASE OF CULTURAL MYOPIA

PERSONAL AUTHOR: PADILLA, AMADO M.; GARZA, BLAS M.

DESCRIPTOR: *INTELLIGENCE; *INTELLIGENCE QUOTIENT; *TESTING; *CULTURAL FACTORS; *SPANISH SPEAKING; CULTURE FREE TESTS; LANGUAGE HANDICAPS; ELEMENTARY SECONDARY EDUCATION

PRESENTS RATIONALE TO SUPPORT THE CONTENTION THAT IQ TESTS ARE INADEQUATE FOR SPANISH-SURNAMED CHILDREN BECAUSE THEY DO NOT USE APPROPRIATE CULTURAL AND LINGUISTIC LIFE EXPERIENCES. (DW)

JOURNAL CITATION: NATIONAL ELEMENTARY PRINCIPAL; 54; 4; 53-58

ACCESSION NUMBER: EJ116044

PUBLICATION DATE: JAN 75

TITLE: EVALUATING THE EFFECTIVENESS OF A PROGRAM USED IN SCHOOL SITUATIONS CHARACTERIZED BY HIGH PUPIL ABSENTEEISM AND ATTRITION

PERSONAL AUTHOR: MOLINA, HUBERTO

DESCRIPTOR: *PROGRAM EVALUATION; *ENGLISH (SECOND LANGUAGE); *SPANISH SPEAKING; *ENGLISH INSTRUCTION; LANGUAGE INSTRUCTION; SECOND LANGUAGE LEARNING; TEACHING METHODS; ATTENDANCE; ELEMENTARY EDUCATION; BILINGUAL EDUCATION

A REPORT IS MADE OF A FOLLOW-UP ON A 1971-1972 TRYOUT OF THE SWRL ENGLISH LANGUAGE AND CONCEPTS PROGRAM FOR SPANISH-SPEAKING CHILDREN. THE FOLLOW-UP REPORT IS BASED ON DATA COLLECTED FROM 6 SCHOOL DISTRICTS INVOLVING 24 SCHOOLS AT THE END OF THE 1972-1973 SCHOOL YEAR. (RM)

JOURNAL CITATION: SYSTEM; 3; 1; 48-53

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ACCESSION NUMBER: EJ116089

PUBLICATION DATE: FEB-MAR 75

TITLE: EL ESPANOL, LENGUA INTERNACIONAL (SPANISH, AN INTERNATIONAL LANGUAGE)

PERSONAL AUTHOR: BARON CASTRO, RODOLFO

DESCRIPTOR: *SPANISH; *CULTURAL BACKGROUND; *CULTURE CONTACT; SPANISH CULTURE; COMMUNICATION PROBLEMS; INTERCOMMUNICATION; INTERPRETERS

PROVIDES A SHORT SUMMARY ON THE BACKGROUND AND EVOLUTION OF THE SPANISH LANGUAGE, STRESSING PARTICULARLY THE INTERNATIONAL ROLE IT HAS PLAYED THROUGHOUT THE CENTURIES. THIS IS EVIDENT TODAY AS SPANISH IS BOTH AN OFFICIAL AND WORKING LANGUAGE OF THE UNITED NATIONS. (TEXT IS IN SPANISH.) (DS)

JOURNAL CITATION: YELMO; 22; 5-10

ACCESSION NUMBER: EJ116212

PUBLICATION DATE: MAR 75

TITLE: THE USE OF "TU" AND "USTED" WITH PARENTS BY SOME MEXICAN AMERICAN STUDENTS

PERSONAL AUTHOR: BROWN, DOLORES

DESCRIPTOR: *SPANISH; *PRONOUNS; *LANGUAGE USAGE; *MEXICAN AMERICANS; LANGUAGE STYLES; PARENT CHILD RELATIONSHIP

A SURVEY OF 59 MEXICAN AMERICAN STUDENTS REVEALED THAT MORE THAN TWICE AS MANY USED "USTED" TO PARENTS THAN "TU." THERE MAY BE A SHIFT OCCURRING, HOWEVER, TO MORE PREVALENT USE OF THE FAMILIAR. (CK)

JOURNAL CITATION: HISPANIA; 58; 1; 126-127

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ACCESSION NUMBER: EJ116213

PUBLICATION DATE: MAR 75

TITLE: LA HISPANIDAD EN LOS ESTADOS UNIDOS (SPANISH INFLUENCE IN THE UNITED STATES)

PERSONAL AUTHOR: DA SILVA, ZENIA SACKS

DESCRIPTOR: *SPANISH; *SPANISH CULTURE; *AMERICAN HISTORY; *VOCABULARY; SPANISH AMERICAN LITERATURE; SPANISH AMERICANS; LAND SETTLEMENT

THIS PAPER RECOUNTS A BRIEF HISTORY OF SPANISH EXPLORATION IN THE TERRITORY OF THE UNITED STATES AND SURVEYS SPANISH INFLUENCE IN INDUSTRY, AGRICULTURE, FOODS, ARCHITECTURE AND VOCABULARY. (TEXT IS IN SPANISH.) (CK)

JOURNAL CITATION: HISPANIA; 58; 1; 41-44

ACCESSION NUMBER: EJ117246

PUBLICATION DATE: APR 75

TITLE: THE BENDER GESTALT AND THE MEXICAN AMERICAN STUDENT: A REPORT

PERSONAL AUTHOR: GILMORE, GEORGE; AND OTHERS

DESCRIPTOR: *TEST BIAS; *MEXICAN AMERICANS; *SPANISH AMERICANS; *CULTURAL DIFFERENCES; COMPARATIVE ANALYSIS; PRIMARY EDUCATION; STANDARDIZED TESTS

IDENTIFIER: *BENDER GESTALT TEST

INVESTIGATES HOW THE PERFORMANCE OF MEXICAN-AMERICAN CHILDREN RESIDING IN THE SOUTHWEST U.S.A. COMPARES WITH KOPPITZ'S NORMATIVE GROUP ON THE BENDER GESTALT TEST FOR YOUNG CHILDREN. (AUTHOR)

JOURNAL CITATION: PSYCHOLOGY IN THE SCHOOLS; 12; 2; 172-175

ACCESSION NUMBER: EJ117595

PUBLICATION DATE: JAN 75

TITLE: VERBAL EXPRESSION AND SOCIOECONOMIC STATUS

PERSONAL AUTHOR: MUN, CORALEE K. N.; BUTLER, KATHARINE

DESCRIPTOR: *STUTTERING; *ECONOMICALLY DISADVANTAGED; *MEXICAN AMERICANS; *EXPRESSIVE LANGUAGE; EXCEPTIONAL CHILD RESEARCH; SPEECH HANDICAPPED; DISADVANTAGED YOUTH; VERBAL COMMUNICATION; ELEMENTARY EDUCATION

TO STUDY THE RELATIONSHIP BETWEEN STUTTERING AND EXPRESSIVE LANGUAGE AND BETWEEN VERBAL EXPRESSION AND SOCIOECONOMIC STATUS, 15 STUTTERERS AND 15 NONSTUTTERERS (5-TO 10-YEARS OLD) FROM LOWER SOCIOECONOMIC (PREDOMINANTLY MEXICAN-AMERICAN) AND MIDDLE SOCIOECONOMIC LEVELS WERE GIVEN THE VERBAL EXPRESSION SUBTEST OF THE ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES. (LS)

JOURNAL CITATION: LANGUAGE, SPEECH, AND HEARING SERVICES IN SCHOOLS; 6; 1; 21-3

ACCESSION NUMBER: EJ117596

PUBLICATION DATE: JAN 75

TITLE: MIRA: A CONCEPT IN RECEPTIVE LANGUAGE ASSESSMENT OF BILINGUAL CHILDREN

PERSONAL AUTHOR: NELSON-BURGESS, SHIRLEY A.; MEYERSON, MARION D.

DESCRIPTOR: *LANGUAGE HANDICAPPED; *BILINGUAL STUDENTS; *MEXICAN AMERICANS; *RECEPTIVE LANGUAGE; *LANGUAGE TESTS; EXCEPTIONAL CHILD EDUCATION; MINORITY GROUPS; PRESCHOOL EDUCATION; CULTURAL DIFFERENCES

IDENTIFIER: MEXICAN AMERICAN INVENTORY OF RECEPTIVE ABILITIES

JOURNAL CITATION: LANGUAGE, SPEECH, AND HEARING SERVICES IN SCHOOLS; 6; 1; 24-8

ACCESSION NUMBER: EJ118092

PUBLICATION DATE: MAY 75

TITLE: EDUCATION: A HUMANISTIC MANPOWER DEVELOPMENT APPROACH TO BILINGUAL-BICULTURAL EDUCATION

PERSONAL AUTHOR: HERMENET, ARGELIA BUITRAGO

DESCRIPTOR: *BILINGUAL EDUCATION; *EDUCATIONAL LEGISLATION; *HUMANISTIC EDUCATION; *MANPOWER DEVELOPMENT; *SPANISH SPEAKING; BICULTURALISM; EDUCATIONAL POLICY; MENTAL HEALTH; STATE LEGISLATION

IDENTIFIER: MASSACHUSETTS

THE ARTICLE REVIEWS THE MASSACHUSETTS BILINGUAL EDUCATION ACT OF 1971. (NQ)

JOURNAL CITATION: LA LUZ: NATIONAL REVIEW OF LA RAZA; 2; 2; 44-5

ACCESSION NUMBER: EJ119023

PUBLICATION DATE: MAY 75

TITLE: THE CHICANO AGED

PERSONAL AUTHOR: MALDONADO, DAVID, JR.

DESCRIPTOR: *MEXICAN AMERICANS; *SENIOR CITIZENS; *OLDER ADULTS; *LIFE STYLE; SPANISH AMERICANS; SOCIAL SERVICES; STATE OF THE ART REVIEWS

POPULAR ATTITUDES TOWARD ELDERLY CHICANOS ARE BASED ON CONCEPTS THAT HAVE CHANGED AND ARE STILL CHANGING. THESE ILL-FOUNDED VIEWS ARE AFFECTING THE LIFE-STYLE OF THE CHICANO AGED AND THE SOCIAL SERVICES THAT MANY OF THEM NEED. (AUTHOR)

JOURNAL CITATION: SOCIAL WORK; 20; 3; 213-216

ACCESSION NUMBER: EJ119550

PUBLICATION DATE: APR-MAY 75

TITLE: CULTURA, COMMUNICACION E INTERACCION: HACIA EL CONTEXTO TOTAL DEL LENGUAJE Y EL HOMBRE HISPANICOS (CULTURE, COMMUNICATION AND INTERACTION: TOWARD THE TOTAL CONTEXT OF HISPANIC MAN AND HIS LANGUAGE)

PERSONAL AUTHOR: POYATOS, FERNANDO

DESCRIPTOR: *SPANISH; *SPANISH SPEAKING; *NONVERBAL COMMUNICATION; *BODY LANGUAGE; *SOCIAL BEHAVIOR; INTERACTION PROCESS ANALYSIS; BEHAVIOR PATTERNS; BEHAVIOR THEORIES

THIS FOURTH AND FINAL OF A SERIES OF PAPERS ON COMMUNICATION IN THE SPANISH-SPEAKING WORLD DEALS WITH BODY LANGUAGE AND OTHER NONVERBAL COMMUNICATION. THE USE OF NONVERBAL SOUNDS, THE VISUAL AND OLFACTORY SENSES, AND BEHAVIOR PATTERNS ARE NOTED. (TEXT IS IN SPANISH.) (CK)

JOURNAL CITATION: YELMO; 23; 27-29

ACCESSION NUMBER: EJ119558

PUBLICATION DATE: JUN 75

TITLE: THE ACQUISITION OF ENGLISH AND THE MAINTENANCE OF SPANISH IN A BILINGUAL EDUCATION PROGRAM

PERSONAL AUTHOR: RAMIREZ, ARNULFO G.; POLITZER, ROBERT L.

DESCRIPTOR: *SECOND LANGUAGE LEARNING; *SPANISH SPEAKING; *ENGLISH (SECOND LANGUAGE); *BILINGUAL EDUCATION; *LANGUAGE TESTS; BILINGUAL STUDENTS; LANGUAGE PROFICIENCY; ELEMENTARY GRADES; VERBAL DEVELOPMENT; ACHIEVEMENT TESTS

IDENTIFIER: *SPANISH AMERICAN ORAL PROFICIENCY

SPANISH AND ENGLISH VERSIONS OF AN ORAL PROFICIENCY TEST WERE ADMINISTERED TO SPANISH-SURNAMED PUPILS AT GRADE LEVELS K, ONE, THREE AND FIVE IN A BILINGUAL EDUCATION PROGRAM. THE RESULTS INDICATED THAT ACHIEVEMENT IN ENGLISH APPEARS TO BE UNRELATED TO THE MAINTENANCE OF SPANISH FOR BILINGUAL CHILDREN. (AUTHOR/ND)

JOURNAL CITATION: TESOL QUARTERLY; 9; 2; 113-124

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ACCESSION NUMBER: EJ119630

PUBLICATION DATE: JAN-AUG 75

TITLE: BILINGUAL SCHOOLING AND SPANISH LANGUAGE MAINTENANCE: AN EXPERIMENTAL ANALYSIS

PERSONAL AUTHOR: COHEN, ANDREW D.

DESCRIPTOR: *BILINGUAL EDUCATION; *BILINGUAL STUDENTS; *MEXICAN AMERICANS; *LANGUAGE USAGE; *VERBAL COMMUNICATION; SPANISH; SPANISH SPEAKING; BILINGUALISM; SOCIOLINGUISTICS; FAMILY INFLUENCE

IDENTIFIER: *LANGUAGE MAINTENANCE

A STUDY IS REPORTED IN WHICH 14 BILINGUALLY SCHOOLED AND 16 CONVENTIONALLY SCHOOLED MEXICAN-AMERICAN CHILDREN AND THEIR PARENTS WERE SUBJECTS OF RESEARCH OVER A TWO-YEAR PERIOD. THE BILINGUAL PROGRAM STUDENTS WERE FOUND TO BE USING SPANISH MORE AFTER SEVERAL YEARS AND CONTINUED THIS PATTERN OVER TIME. (AUTHOR/RM)

JOURNAL CITATION: BILINGUAL REVIEW; 2; 1&2; 3-12

ACCESSION NUMBER: EJ119797

PUBLICATION DATE: SPR-F 74

TITLE: POLITICS AND THE CHICANO: ON THE STATUS OF THE LITERATURE

PERSONAL AUTHOR: MUNOZ, CARLOS, JR.

DESCRIPTOR: *CONTENT ANALYSIS; *LITERATURE REVIEWS; *MEXICAN AMERICANS; *POLITICS; *RESEARCH NEEDS; REVIEW (REEXAMINATION)

IDENTIFIER: CHICANOS

THE STATUS OF THE LITERATURE PERTAINING TO CHICANO POLITICS IS DISCUSSED. THE ARTICLES CONTAINED IN THIS ISSUE OF "AZTLAN" ARE BRIEFLY REVIEWED. (NQ)

JOURNAL CITATION: AZTLAN; 5; 1-2; 1-7

ACCESSION NUMBER: EJ119798

PUBLICATION DATE: SPR-F 74

TITLE: THE STUDY OF POLITICS AND THE CHICANO

PERSONAL AUTHOR: BARRERA, MARIO

DESCRIPTOR: *ATTITUDES; *EDUCATIONAL PROBLEMS; *MEXICAN AMERICANS; *POLITICAL SCIENCE; *POLITICS; CHANGE STRATEGIES; ORGANIZATIONS (GROUPS); THEORIES

IDENTIFIER: CHICANOS

THE ARTICLE CRITICALLY EXAMINES THE DISCIPLINE OF POLITICAL SCIENCE, RECOMMENDS POSSIBLE MEANINGFUL DIRECTIONS FOR ITS IMPROVEMENT IN RELATION TO CHICANO RESEARCH PRIORITIES, AND DISCUSSES THE SPECIAL PROBLEMS FACING STUDENTS OF CHICANO POLITICS IN THEIR ROLE IN THE CHICANO STRUGGLE. (NQ)

JOURNAL CITATION: AZTLAN; 5; 1-2; 9-26

ACCESSION NUMBER: EJ119799

PUBLICATION DATE: SPR-F 74

TITLE: HISTORICAL NOTES ON CHICANO OPPRESSION: THE DIALECTICS OF RACIAL AND CLASS DOMINATION IN NORTH AMERICA

PERSONAL AUTHOR: ALMAGUER, TOMAS

DESCRIPTOR: *COLONIALISM; *HISTORICAL REVIEWS; *MEXICAN AMERICANS; *RACE RELATIONS; *SOCIAL CLASS; CAPITALISM; CULTURE CONFLICT; SOCIOECONOMIC BACKGROUND

IDENTIFIER: *CHICANOS

THE ARTICLE PROVIDES A SCHEMATIC OUTLINE OF THE DEVELOPMENT OF RACIAL AND CLASS DOMINATION WITHIN THE CONCEPTUALIZATION OF INTERNAL COLONIALISM AND MARXIST THEORY. (NQ)

JOURNAL CITATION: AZTLAN; 5; 1-2; 27-56

ACCESSION NUMBER: EJ119801

PUBLICATION DATE: SPR-F 74

TITLE: EL PRIMER CONGRESO MEXICANISTA DE 1911: A PRECURSOR TO CONTEMPORARY CHICANISMO

PERSONAL AUTHOR: LIMON, JOSE E.

DESCRIPTOR: *CONFERENCES; *DISCRIMINATORY ATTITUDES (SOCIAL); *MEXICAN AMERICANS; *POLITICAL ISSUES; CIVIL RIGHTS; CULTURE CONFLICT; EDUCATIONAL DISCRIMINATION; SOCIOECONOMIC STATUS

IDENTIFIER: *EL PRIMER CONGRESO MEXICANISTA DE 1911; CHICANOS

THE ARTICLE ARGUES THAT MANY OF THE MAJOR THEMES WHICH DEFINE THE "SUPPOSEDLY NEW" IDEOLOGY OF CHICANISMO WERE ANTICIPATED BY EL PRIMER CONGRESO MEXICANISTA, A POLITICAL CONFERENCE HELD IN LAREDO, TEXAS ON SEPTEMBER 14-22, 1911. FIVE OF THE DISCUSSIONS PRESENTED AT THE CONFERENCE ARE APPENDED. (NQ)

JOURNAL CITATION: AZTLAN; 5; 1-2; 65-117

ACCESSION NUMBER: EJ119802

PUBLICATION DATE: SPR-F 74

TITLE: THE POLITICS OF PROTEST AND CHICANO LIBERATION: A CASE STUDY OF REPRESSION AND COOPTATION

PERSONAL AUTHOR: MUNOZ, CARLOS, JR.

DESCRIPTOR: *MEXICAN AMERICANS; *POLITICAL ATTITUDES; *POLITICAL POWER; *SOCIAL ACTION; DISSENT; ORGANIZATIONS (GROUPS); POLITICAL SOCIALIZATION; POWER STRUCTURE

IDENTIFIER: CHICANOS

JOURNAL CITATION: AZTLAN; 5; 1-2; 119-41

ACCESSION NUMBER: EJ119804

PUBLICATION DATE: SPR-F 74

TITLE: CHICANAS AND EL MOVIMIENTO

PERSONAL AUTHOR: RIDDELL, ADALJIZA SOSA

DESCRIPTOR: *FEMALES; *MEXICAN AMERICANS; *ROLE PERCEPTION; *SEX ROLE; MIGRATION; STEREOTYPES; SOCIOECONOMIC INFLUENCES; WORKING WOMEN

IDENTIFIER: *CHICANAS

JOURNAL CITATION: AZTLAN; 5; 1-2; 155-65

ACCESSION NUMBER: EJ119805

PUBLICATION DATE: SPR-F 74

TITLE: THE ROLE OF POWER AND AUTHENTICITY IN THE CHICANO MOVEMENT: SOME REFLECTIONS

PERSONAL AUTHOR: ROCCO, RAYMOND A.

DESCRIPTOR: *BEHAVIOR PATTERNS; *MEXICAN AMERICANS; *POLITICAL POWER; *ROLE THEORY; *SOCIAL BEHAVIOR; AUTISM; INDIVIDUAL DEVELOPMENT; SOCIAL VALUES; SELF ACTUALIZATION

IDENTIFIER: CHICANOS

JOURNAL CITATION: AZTLAN; 5; 1-2; 167-76

ACCESSION NUMBER: EJ119806

PUBLICATION DATE: SPR-F 74

TITLE: MANITOS AND CHICANOS IN NUEVO MEXICO POLITICS

PERSONAL AUTHOR: GARCIA, FLAVIANO CHRIS

DESCRIPTOR: *COMPARATIVE ANALYSIS; *POLITICS; *POLITICAL INFLUENCES; *SPANISH SPEAKING; CULTURAL FACTORS; HISTORY; POLITICAL DIVISIONS (GEOGRAPHIC)

IDENTIFIER: *NEW MEXICO; CHICANOS

THE ARTICLE BRIEFLY REVIEWS NEW MEXICO'S POLITICAL HISTORY, SURVEYS THE PRESENT SOCIO-POLITICAL STATUS OF ITS SPANISH SPEAKING POPULATION, AND EXAMINES THE EFFECTS OF THE CHICANO MOVIMIENTO ON MANITOS IN NEW MEXICO. (NC)

JOURNAL CITATION: AZTLAN; 5; 1-2; 177-88

ACCESSION NUMBER: EJ119807

PUBLICATION DATE: SPR-F 74

TITLE: PATTERNS OF CHICANO REPRESENTATION IN CALIFORNIA, COLORADO, AND NUEVO MEXICO

PERSONAL AUTHOR: PADILLA, FERNANDO V.; RAMIREZ, CARLOS B.

DESCRIPTOR: *LEGISLATORS; *MEXICAN AMERICANS; *POLITICAL POWER; *POWER STRUCTURE; *STATE OFFICIALS; POLITICAL AFFILIATION; VOTING

IDENTIFIER: CALIFORNIA; COLORADO; NEW MEXICO

THE PATTERN OF CHICANO POLITICAL REPRESENTATION IN THE TERRITORIAL AND STATE LEGISLATURES OF CALIFORNIA, COLORADO, AND NEW MEXICO WAS EXAMINED. (NQ)

JOURNAL CITATION: AZTLAN; 5; 1-2; 189-234

ACCESSION NUMBER: EJ119808

PUBLICATION DATE: SPR-F 74

TITLE: VOTING PATTERNS IN "BI-CULTURAL EL PASO": A CONTEXTUAL ANALYSIS OF CHICANO VOTING BEHAVIOR

PERSONAL AUTHOR: DE LA GARZA, RUDOLPH O.

DESCRIPTOR: *BICULTURALISM; *MEXICAN AMERICANS; *POLITICS; *VOTING; ELECTIONS; POLITICAL AFFILIATION; SOCIOECONOMIC BACKGROUND; TABLES (DATA)

IDENTIFIER: *TEXAS; EL PASO

THE ARTICLE DESCRIBES THE CONTEXT OF CHICANO POLITICAL LIFE, EMPIRICALLY TESTS THE VALIDITY OF THE DESCRIPTION THROUGH AN ANALYSIS OF CHICANO AND ANGLO VOTING PATTERNS IN EL PASO (TEXAS), AND DISCUSSES THE IMPLICATIONS OF THE FINDINGS PRESENTED. (NQ)

JOURNAL CITATION: AZTLAN; 5; 1-2; 235-60

ACCESSION NUMBER: EJ119810

PUBLICATION DATE: SPR-F 74

TITLE: POLITICAL MATURATION AND POLITICAL AWARENESS: THE CASE OF THE CRYSTAL CITY CHICANO

PERSONAL AUTHOR: GUTIERREZ, ARMANDO G.; HIRSCH, HERBERT

DESCRIPTOR: *MATURATION; *MEXICAN AMERICANS; *POLITICAL SOCIALIZATION; *RELATIONSHIP; *STUDENT ATTITUDES; PERCEPTUAL DEVELOPMENT; SECONDARY SCHOOL STUDENTS; SOCIAL ACTION

IDENTIFIER: CRYSTAL CITY; TEXAS

CRYSTAL CITY (TEXAS) CHICANO STUDENTS WERE ADMINISTERED QUESTIONNAIRES TO EXAMINE THE RELATIONSHIP BETWEEN MATURATION AND THE DEVELOPMENT OF POLITICAL AWARENESS. (NQ)

JOURNAL CITATION: AZTLAN; 5; 1-2; 295-312

ACCESSION NUMBER: EJ120062

PUBLICATION DATE: 75

TITLE: THE EDUCATIONAL EXPERIENCES OF MEXICAN AMERICANS: 'CULTURAL PLURALISM' OR 'INTERNAL COLONIALISM'?

PERSONAL AUTHOR: HURSTFIELD, JENNIFER

DESCRIPTOR: *CULTURAL PLURALISM; *MEXICAN AMERICANS; *EDUCATIONAL EXPERIENCE; *EDUCATIONAL DISCRIMINATION; MINORITY GROUPS; ETHNIC GROUPS

BASED ON I.Q. TEST SCORES, GRADE REPETITION, MEDIAN YEARS IN SCHOOL, AND COLLEGE ATTENDANCE, THIS STUDY DEMONSTRATES THE CHICANOS' LACK OF CONTROL OVER THEIR SCHOOL WHICH IMPLIES A MODEL OF INTERNAL COLONIALISM OF WHITE DOMINATION OF MINORITIES. A BRIEF EXAMINATION OF THE RELATIONS BETWEEN WHITES AND MEXICAN AMERICANS PRECEDES THE CONCLUSIONS OF THE STUDY. (JR)

JOURNAL CITATION: OXFORD REVIEW OF EDUCATION; 1; 2; 137-49

ACCESSION NUMBER: EJ120472

PUBLICATION DATE: JUN 75

TITLE: GONZALES AND SONS

PERSONAL AUTHOR: RIVERA, BILL

DESCRIPTOR: *MEXICAN AMERICANS; *SPANISH SPEAKING; *EDUCATIONAL EXPERIENCE; *CULTURAL INTERRELATIONSHIPS; *SOCIAL ATTITUDES

PROBLEMS REMAIN, BUT JOE'S BOYS DON'T GET PUNISHED FOR SPEAKING SPANISH, AND THEY GO TO THE SAME SCHOOLS AS THE "GABACHOS". (EDITOR)

JOURNAL CITATION: AMERICAN EDUCATION; 11; 5; 20-1

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ACCESSION NUMBER: EJ121255

PUBLICATION DATE: JUN 75

TITLE: MATERNAL RESPONSE TO SUCCESS AND FAILURE OF ANGLO-AMERICAN, MEXICAN-AMERICAN, AND MEXICAN CHILDREN

PERSONAL AUTHOR: KAGAN, SPENCER; ENDER, PHILIP B.

DESCRIPTOR: *REINFORCEMENT; *CULTURAL DIFFERENCES; *MEXICAN AMERICANS; *ANGLO AMERICANS; *PARENT CHILD RELATIONSHIP; RURAL URBAN DIFFERENCES; PUNISHMENT; SEX DIFFERENCES; MOTHER ATTITUDES; LOCUS OF CONTROL

THIS EXPERIMENT WAS PRIMARILY DESIGNED TO INVESTIGATE THE PREFERRED REINFORCEMENT PATTERNS OF URBAN ANGLO-AMERICANS, URBAN MEXICAN-AMERICANS, AND RURAL MEXICANS. SUBJECTS WERE 48 MOTHER-CHILD PAIRS, EQUALLY DIVIDED BY CULTURE AND CHILD'S SEX. (AUTHOR/CS)

JOURNAL CITATION: CHILD DEVELOPMENT; 46; 2; 452-458

ACCESSION NUMBER: EJ121767

PUBLICATION DATE: W 75

TITLE: THE EFFECTS OF PERSONAL AND IMPERSONAL REWARDS ON THE LEARNING PERFORMANCE OF FIELD INDEPENDENT-DEPENDENT MEXICAN-AMERICAN CHILDREN

PERSONAL AUTHOR: MORELAN, STEVE J.; ORTIZ, FLORA IDA

DESCRIPTOR: *MEXICAN AMERICANS; *CHILDREN; *LEARNING; *REWARDS; LEARNING DIFFICULTIES; REINFORCERS

JOURNAL CITATION: COLORADO JOURNAL OF EDUCATIONAL RESEARCH; 14; 2; 27-32

ACCESSION NUMBER: EJ121807

PUBLICATION DATE: APR 75

TITLE: PERSONALITY ASSESSMENT AND TEST INTERPRETATION OF MEXICAN AMERICANS: A CRITIQUE

PERSONAL AUTHOR: PADILLA, A. M.; RUIZ, RENE A.

DESCRIPTOR: *PERSONALITY TESTS; *TEST INTERPRETATION; *MEXICAN AMERICANS; *TESTING PROBLEMS; TEST BIAS; LITERATURE REVIEWS; RACIAL DIFFERENCES; TEST VALIDITY; PROJECTIVE TESTS; OBJECTIVE TESTS

JOURNAL CITATION: JOURNAL OF PERSONALITY ASSESSMENT; 39; 2; 103-9

ACCESSION NUMBER: EJ121897

PUBLICATION DATE: MAY-JUN 75

TITLE: BROADENING THE CONCEPT OF BILINGUAL EDUCATION

PERSONAL AUTHOR: CARDENAS, BLANDINA

DESCRIPTOR: *BILINGUAL EDUCATION; *EDUCATIONAL NEEDS; *SPANISH SPEAKING; *MINORITY GROUP CHILDREN; MEXICAN AMERICANS; RACIAL DISCRIMINATION; SOCIAL DISCRIMINATION; CIVIL RIGHTS; LANGUAGE HANDICAPS

IDENTIFIER: *TEXAS

IN TESTIMONY BEFORE THE MAY 1974 PUBLIC HEARINGS OF THE NEW YORK CITY COMMISSION ON HUMAN RIGHTS, THE CONSULTANT ON BILINGUAL EDUCATION FOR TEXANS FOR EDUCATIONAL EXCELLENCE NOTES THAT ORGANIZATION'S INVESTIGATION OF THE EL PASO INDEPENDENT SCHOOL DISTRICT AND OF OTHER SCHOOL DISTRICTS IN THE SOUTHWEST IDENTIFIED DISCRIMINATORY PRACTICES OTHER THAN THOSE ASSOCIATED SIMPLY WITH LANGUAGES. (AUTHOR/JM)

JOURNAL CITATION: INTEGRATED EDUCATION; 13; 3; 171-172

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ACCESSION NUMBER: EJ122265

PUBLICATION DATE: JUN 75

TITLE: PERSONALITY CORRELATES OF HOLLAND'S OCCUPATIONAL TYPES: A CROSS CULTURAL STUDY

PERSONAL AUTHOR: TURNER, ROBERT GERALD; HORN, JOSEPH M.

DESCRIPTOR: *OCCUPATIONAL CLUSTERS; *PERSONALITY ASSESSMENT; *CLUSTER GROUPING; *CROSS CULTURAL STUDIES; *MEXICAN AMERICANS; SEX DIFFERENCES; RESEARCH PROJECTS; COMPARATIVE ANALYSIS; CULTURE FREE TESTS

IDENTIFIER: *HOLLANDS OCCUPATIONAL TYPES

THE GENERALIZABILITY OF HOLLAND'S CHARACTERIZATIONS OF ADULTS WITHIN THE OCCUPATIONAL CATEGORIES WAS INVESTIGATED IN A GROUP OF 402 MEXICAN-AMERICANS. THE PERSONALITY CHARACTERISTICS OF THE MALE GROUPS PROVIDE STRONG SUPPORT FOR THE GENERALIZABILITY OF HOLLAND'S CHARACTERIZATIONS TO MEXICAN-AMERICAN MALES. (AUTHOR)

JOURNAL CITATION: JOURNAL OF VOCATIONAL BEHAVIOR; 6; 3; 379-389

ACCESSION NUMBER: EJ122445

PUBLICATION DATE: SUM 75

TITLE: DIALECT IN RELATION TO ORAL READING ACHIEVEMENT: RECODING, ENCODING, OR MERELY A CODE?

PERSONAL AUTHOR: LUCAS, MARILYN S.; SINGER, HARRY

DESCRIPTOR: *ORAL READING; *READING ACHIEVEMENT; *DIALECTS; *SPANISH SPEAKING; READING RESEARCH; ELEMENTARY EDUCATION; MEXICAN AMERICANS

SUPPORTS THE HYPOTHESIS THAT DIALECT TENDS TO INTERFERE IN ORAL READING ON THE SYNTACTICAL, BUT NOT ON THE PHONOLOGICAL LEVEL IN THIS STUDY OF MEXICAN AMERICAN CHILDREN. (RB)

JOURNAL CITATION: JOURNAL OF READING BEHAVIOR; 7; 2; 137-48

ACCESSION NUMBER: EJ122450

PUBLICATION DATE: SUM 75

TITLE: SPANISH LANGUAGE INTERFERENCE WITH ACOUSTIC-PHONETIC SKILLS AND READING

PERSONAL AUTHOR: MATHEWSON, GROVER C.; PEREYRA-SUAREZ, DENISE M.

DESCRIPTOR: *READING SKILLS; *MEXICAN AMERICANS; *LANGUAGE DEVELOPMENT; *SECOND LANGUAGE LEARNING; *INTERFERENCE (LANGUAGE LEARNING); READING RESEARCH; PRIMARY EDUCATION; GRADE 2; LISTENING SKILLS; SPANISH SPEAKING

CONCLUDED THAT THOUGH AUDITORY CONCEPTUALIZATION IS STRONGLY RELATED TO READING, SPANISH LANGUAGE INTERFERENCE WITH AUDITORY CONCEPTUALIZATION DOES NOT EXTEND TO READING SKILL. (RB)

JOURNAL CITATION: JOURNAL OF READING BEHAVIOR; 7; 2; 187-96

ACCESSION NUMBER: EJ123098

PUBLICATION DATE: SEP 75

TITLE: EXPLORATIONS IN TEACHING ENGLISH AS A SECOND LANGUAGE

PERSONAL AUTHOR: NEDLER, SHARI E.

DESCRIPTOR: *EARLY CHILDHOOD EDUCATION; *PRESCHOOL PROGRAMS; *BILINGUAL EDUCATION; *LANGUAGE INSTRUCTION; *SPANISH SPEAKING; BILINGUAL TEACHERS; LANGUAGE DEVELOPMENT; INTERVENTION; ENGLISH (SECOND LANGUAGE); TEACHING METHODS

ADVOCATES AN APPROACH TO BILINGUAL EDUCATION BASED ON VOCABULARY DEVELOPMENT AND STRUCTURE OF THE ENGLISH LANGUAGE. REVIEWS METHODS THAT WERE TESTED AND REVISED OR DISCARDED BY THE AUTHOR OVER AN 8-YEAR PERIOD--INCLUDING NATURALISTIC, PHONETIC AND PROGRAMMED APPROACHES--AND DESCRIBES IN SOME DETAIL THE STRATEGY FOUND MOST EFFECTIVE. (BRT)

JOURNAL CITATION: YOUNG CHILDREN; 30; 6; 480-488

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ACCESSION NUMBER: EJ123113

PUBLICATION DATE: SUM 75

TITLE: DEVELOPMENT OF SPANISH/ENGLISH BILINGUALISM IN A DOMINANT SPANISH SPEAKING ENVIRONMENT

PERSONAL AUTHOR: RAMIREZ, ARNULFO G.; POLITZER, ROBERT L.

DESCRIPTOR: *BILINGUALISM; *ENGLISH (SECOND LANGUAGE); *LANGUAGE PROFICIENCY; *SPANISH SPEAKING; *VERBAL DEVELOPMENT; BILINGUAL EDUCATION; ELEMENTARY EDUCATION; ORAL COMMUNICATION; SPEECH INSTRUCTION; VOCABULARY

A SPANISH/ENGLISH ORAL-PROFICIENCY TEST BATTERY WAS ADMINISTERED TO 40 SPANISH-SURNAMED PUPILS EQUALLY DIVIDED BY SEX AT GRADE LEVELS 1, 3, 5, AND 7. (AUTHOR/NC)

JOURNAL CITATION: ATISBOS: JOURNAL OF CHICANO RESEARCH; 31-51

ACCESSION NUMBER: EJ123114

PUBLICATION DATE: SUM 75

TITLE: NOTES ON THE PACHUCO: STEREOTYPES, HISTORY AND DIALECT

PERSONAL AUTHOR: HINOJOS, FRANCISCO G.

DESCRIPTOR: *CHARACTERIZATION (LITERATURE); *ETHNIC STEREOTYPES; *HISTORY; *MEXICAN AMERICANS; BIBLIOGRAPHIES; ETHNIC ORIGINS; NONSTANDARD DIALECTS; SOCIAL DIALECTS

IDENTIFIER: *PACHUCOS

IN THE EARLY 1940'S, A GROUP OF MEXICAN AMERICAN YOUTHS CALLED PACHUCOS EMERGED IN THE UNITED STATES. THIS PAPER DISCUSSES THE ATTITUDES OF SOME WRITERS OF THE TIME AND THEIR CREATION OF A CRIMINAL STEREOTYPE OF THE PACHUCO, HIS ORIGINS, THE RACIAL BASIS OF THE ZOOT-SUIT RIOTS, AND THE BASIC ORIGIN AND COMPOSITION OF HIS SLANG, CALO. (AUTHOR/NQ)

JOURNAL CITATION: ATISBOS: JOURNAL OF CHICANO RESEARCH; 53-65

ACCESSION NUMBER: EJ123116

PUBLICATION DATE: SUM 75

TITLE: PERSISTING IDEOLOGIES OF ASSIMILATION IN AMERICA: IMPLICATIONS FOR PSYCHOLOGY AND EDUCATION

PERSONAL AUTHOR: CASTANEDA, ALFREDO

DESCRIPTOR: *ACCULTURATION; *CULTURAL PLURALISM; *EDUCATIONAL THEORIES; *MEXICAN AMERICANS; *STUDENT MOTIVATION; BICULTURALISM; CULTURE CONFLICT; EDUCATIONAL PHILOSOPHY; ETHNIC GROUPS

FOUR NOTIONS OF THE "MELTING POT" VERSUS "CULTURAL PLURALISM" THEMES ARE DESCRIBED FROM A HISTORICAL PERSPECTIVE FOR THE PURPOSES OF IDENTIFYING THEIR IMPACT ON CONCLUSIONS DRAWN FROM SOCIOLOGICAL, ANTHROPOLOGICAL, AND PSYCHOLOGICAL DATA DERIVED FROM MEXICAN AMERICANS. (AUTHOR/NQ)

JOURNAL CITATION: ATISBOS: JOURNAL OF CHICANO RESEARCH; 79-91

ACCESSION NUMBER: EJ123117

PUBLICATION DATE: SUM 75

TITLE: COMPARATIVE STUDY OF CHICANO AND ANGLO VALUES USING THE SEMANTIC DIFFERENTIAL TECHNIQUE

PERSONAL AUTHOR: MARTINEZ, SERGIO R.; AND OTHERS

DESCRIPTOR: *ANGLO AMERICANS; *COMPARATIVE ANALYSIS; *MEXICAN AMERICANS; *SEMANTIC DIFFERENTIAL; *VALUES; COLLEGE STUDENTS; FAMILY (SOCIOLOGICAL UNIT)

IDENTIFIER: CHICANOS

USING OSGOOD'S SEMANTIC DIFFERENTIAL, RESPONSES OF CHICANOS AND ANGLOS ON 5 CONCEPTS VIEWED AS BASIC TO THE MEXICAN FAMILY STRUCTURE WERE EXAMINED. THE 5 CONCEPTS WERE SELF, MOTHER, FATHER, FEMALE, AND MALE. (NQ)

JOURNAL CITATION: ATISBOS: JOURNAL OF CHICANO RESEARCH; 93-8

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ACCESSION NUMBER: EJ123152

PUBLICATION DATE: SPR 73

TITLE: THE PERSISTENCE OF A PERSPECTIVE

PERSONAL AUTHOR: CARTER, THOMAS P.

DESCRIPTOR: *EDUCATIONAL ALTERNATIVES; *LIFE STYLE; *MEXICAN AMERICANS; *SOCIAL INFLUENCES; *TYPOLOGY; COMPENSATORY EDUCATION; MINORITY GROUPS; ROLE PERCEPTION; SCHOOL ROLE

A 4 DIMENSIONAL TYPOLOGY OF VIEWS OF MINORITY GROUP LIFE STYLES IS DISCUSSED, WITH REFERENCE TO THE MEXICAN AMERICAN LIFE STYLE. (NQ)

JOURNAL CITATION: JOURNAL OF COMPARATIVE CULTURES; 1; 3; 155-63

ACCESSION NUMBER: EJ123153

PUBLICATION DATE: SPR 73

TITLE: THE INFLUENCE OF LANGUAGE AND ETHNICITY ON THE MEASUREMENT OF SELF-CONCEPT OF SPANISH-SPEAKING MIGRANT PUPILS

PERSONAL AUTHOR: GREENE, JOHN F.; ZIRKEL, PERRY A.

DESCRIPTOR: *ETHNIC ORIGINS; *LANGUAGE; *MIGRANT CHILDREN; *SELF CONCEPT; *SPANISH SPEAKING; ANALYSIS OF VARIANCE; CULTURAL FACTORS; SEX (CHARACTERISTICS)

THE EFFECT OF SUCH EXAMINER VARIABLES AS LANGUAGE, ETHNICITY, AND SEX IN THE MEASUREMENT OF THE SELF-CONCEPT OF 169 SPANISH SPEAKING MIGRANT PUPILS WERE STUDIED. (AUTHOR/NQ)

JOURNAL CITATION: JOURNAL OF COMPARATIVE CULTURES; 1; 3; 165-9

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ACCESSION NUMBER: EJ123154

PUBLICATION DATE: SPR 73

TITLE: CULTURAL IDENTITY AS A WAY OF PREVENTING DELINQUENCY AMONG CHICANOS

PERSONAL AUTHOR: LOPEZ-LEE, DAVID

DESCRIPTOR: *DELINQUENCY PREVENTION; *MEXICAN AMERICANS; *OUTREACH PROGRAMS; *PROGRAM DESCRIPTIONS; CULTURAL AWARENESS; STATISTICAL DATA; SELF CONCEPT

IDENTIFIER: *ARRIBA; CHICANOS

THE SECOND YEAR OF A 3-YEAR JUVENILE DELINQUENCY PREVENTION PROGRAM (CALLED ARRIBA) INVOLVING 90 PRE-DELINQUENT CHICANO YOUTH (AGES 8-13) IS DESCRIBED. (AUTHOR/NQ)

JOURNAL CITATION: JOURNAL OF COMPARATIVE CULTURES; 1; 3; 171-91

ACCESSION NUMBER: EJ123155

PUBLICATION DATE: SUM 73

TITLE: TEACHERS AND STUDENTS: DIFFERENCES IN TEACHER INTERACTION WITH MEXICAN AMERICAN AND ANGLO STUDENTS. REPORT V: MEXICAN AMERICAN EDUCATION STUDY, A REPORT OF THE U.S. COMMISSION ON CIVIL RIGHTS

DESCRIPTOR: *ANGLO AMERICANS; *INTERACTION PROCESS ANALYSIS; *MEXICAN AMERICANS; *STUDENT TEACHER RELATIONSHIP; *TEACHER INFLUENCE; CLASSROOM INTEGRATION; EDUCATIONAL EQUALITY; ELEMENTARY SECONDARY EDUCATION

IDENTIFIER: SOUTHWEST

TEACHER-PUPIL VERBAL BEHAVIOR IN THE CLASSROOM WAS ASSESSED TO DISCOVER IF ANY SIGNIFICANT DIFFERENCES EXISTED IN THE INTERACTIONS OF TEACHERS TOWARD MEXICAN AMERICAN AND ANGLO STUDENTS. (NQ)

JOURNAL CITATION: JOURNAL OF COMPARATIVE CULTURES; 1; 4; 195-258

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ACCESSION NUMBER: EJ123156

PUBLICATION DATE: JUL-AUG 75

TITLE: LOS MAS INDIGENTES. THE MOST INDIGENT

PERSONAL AUTHOR: ARMIJO, LAMBERTO P.

DESCRIPTOR: *DISADVANTAGED GROUPS; *ECONOMICALLY DISADVANTAGED; *OLDER ADULTS; *SPANISH SPEAKING; *SOCIOECONOMIC INFLUENCES

JOURNAL CITATION: LA LUZ; 4; 3; 14-15

ACCESSION NUMBER: EJ123157

PUBLICATION DATE: JUL-AUG 75

TITLE: SOCIAL CHANGE AND THE SPANISH SPEAKING ELDERLY

PERSONAL AUTHOR: SOTOMAYOR, MARTA

DESCRIPTOR: *CHANGE STRATEGIES; *OLDER ADULTS; *SOCIAL CHANGE; *SPANISH SPEAKING; *SOCIAL SERVICES; CHANGING ATTITUDES; SOCIOCULTURAL PATTERNS

JOURNAL CITATION: LA LUZ; 4; 3; 15-16

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ACCESSION NUMBER: EJ124013

PUBLICATION DATE: SEP 75

TITLE: SELECTED APPROACHES TO THE TEACHING OF INTERCULTURAL COMMUNICATION: FLOR Y CANTO: CHICANO LITERATURE AND PEROFRMANCE

PERSONAL AUTHOR: PHILLIPS, JEAN

DESCRIPTOR: *SPANISH AMERICAN LITERATURE; *POETRY; *LATIN AMERICAN CULTURE; *INTERPRETIVE READING; ETHNIC GROUPS; MEXICAN AMERICANS; LITERARY ANALYSIS; COMMUNICATION PROBLEMS; HIGHER EDUCATION; READERS THEATER

EXAMINES THE STYLES AND THEMES OF CHICANO LITERATURE AND CITES SPECIFIC EXAMPLES OF FICTION AND POETRY THAT MAY PROVE CHALLENGING FOR STUDENTS OF ORAL INTERPRETATION. (MH)

JOURNAL CITATION: SPEECH TEACHER; 24; 3; 202-8

ACCESSION NUMBER: EJ124066

PUBLICATION DATE: APR 75

TITLE: "THE WIND IN THE WILLOWS" AND SPANISH-SURNAMED FOURTH GRADERS

PERSONAL AUTHOR: MORRISSEY, HELEN

DESCRIPTOR: *TEACHING TECHNIQUES; *SPANISH SPEAKING; *LITERATURE APPRECIATION; CHILDRENS BOOKS; LANGUAGE ARTS; GRADE 4; SPANISH AMERICANS

JOURNAL CITATION: ELEMENTARY ENGLISH; 52; 4; 569-70

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ACCESSION NUMBER: EJ124242

PUBLICATION DATE: JUL 75

TITLE: ENHANCING ENVIRONMENTS FOR CHILDREN WITH CULTURAL-LINGUISTIC DIFFERENCES

PERSONAL AUTHOR: MECHAM, MERLIN J.

DESCRIPTOR: *ETHNIC GROUPS; *BILINGUALISM; *SPANISH SPEAKING; *ATTITUDES; EXCEPTIONAL CHILD EDUCATION; DISADVANTAGED YOUTH; SPEECH THERAPISTS; COMMUNICATION (THOUGHT TRANSFER)

THE AUTHOR IDENTIFIES THREE ATTITUDINAL SYNDROMES THAT IMPEDE EFFECTIVE COMMUNICATION WITH SPANISH-SPEAKING AND OTHER BILINGUAL CHILDREN. (LS)

JOURNAL CITATION: LANGUAGE, SPEECH, AND HEARING SERVICES IN SCHOOLS; 6; 3; 156-60

ACCESSION NUMBER: EJ124280

PUBLICATION DATE: JAN 74

TITLE: THE HOUSTON PARENT-CHILD DEVELOPMENT CENTER: A PARENT EDUCATION PROGRAM FOR MEXICAN-AMERICAN FAMILIES

PERSONAL AUTHOR: JOHNSON, DALE L.; AND OTHERS

DESCRIPTOR: *ETHNIC GROUPS; *INFANCY; *MEXICAN AMERICANS; *PARENT EDUCATION; *CHILD DEVELOPMENT CENTERS; EXCEPTIONAL CHILD RESEARCH; DISADVANTAGED YOUTH; BILINGUALISM; PARENT CHILD RELATIONSHIP; PROGRAM DESCRIPTIONS

IDENTIFIER: *HOUSTON PARENT CHILD DEVELOPMENT CENTER

JOURNAL CITATION: AMERICAN JOURNAL OF ORTHOPSYCHIATRY; 44; 1; 121-8

ACCESSION NUMBER: EJ124423

PUBLICATION DATE: SEP 75

TITLE: COMMUNITY COLLEGES; ATTRACTING SPANISH-SPEAKING STUDENTS

PERSONAL AUTHOR: SUTHERLAND, KENTON

DESCRIPTOR: *COMMUNITY COLLEGES; *SPANISH SPEAKING; *ENGLISH PROGRAMS; *BILINGUAL EDUCATION; *COLLEGE FRESHMEN; HIGHER EDUCATION; ENGLISH (SECOND LANGUAGE); COLLEGE PROGRAMS

IDENTIFIER: *CANADA COLLEGE; CALIFORNIA (SAN MATEO COUNTY)

OPENED IN 1968 TO MEET THE EDUCATIONAL NEEDS OF SAN MATEO COUNTY, CANADA COLLEGE DID NOT BEGIN TO ATTRACT SPANISH-SPEAKING STUDENTS UNTIL 1971 WHEN IT CREATED A PROGRAM OF COURSES TO DEAL WITH ENGLISH LANGUAGE PROBLEMS AND OTHER COURSES TAUGHT BILINGUALLY OR ENTIRELY IN SPANISH. THE PROGRAM IS DESCRIBED BRIEFLY. (JT)

JOURNAL CITATION: CHANGE; 7; 7; 51-52

ACCESSION NUMBER: EJ124435

PUBLICATION DATE: SEP 75

TITLE: A PRELIMINARY STUDY OF MEXICAN-AMERICAN MEDICAL STUDENTS

PERSONAL AUTHOR: KAUFERT, JOSEPH; AND OTHERS

DESCRIPTOR: *MEDICAL EDUCATION; *MEDICAL STUDENTS; *MEXICAN AMERICANS; *STUDENT CHARACTERISTICS; *MINORITY GROUPS; HIGHER EDUCATION; SOCIOECONOMIC BACKGROUND; LINGUISTIC PATTERNS; RECRUITMENT; EDUCATIONAL RESEARCH

RESULTS OF A 1973 MAIL QUESTIONNAIRE SURVEY OF CHICANO MEDICAL STUDENTS ARE REPORTED, INDICATING THAT THE GROUP, THE MAJORITY BEING EDUCATED IN CALIFORNIA AND TEXAS, IS SIMILAR TO THE MAJORITY OF MEDICAL STUDENTS IN SOME RESPECTS BUT DIFFERENT IN SUCH AREAS AS LANGUAGE USE AND PARENTAL SOCIOECONOMIC STATUS. (EDITOR/JT)

JOURNAL CITATION: JOURNAL OF MEDICAL EDUCATION; 50; 9; 856-66

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ACCESSION NUMBER: EJ124732

PUBLICATION DATE: F 75

TITLE: SPANISH SPEAKING CHILDREN IN AMERICAN SCHOOLS

PERSONAL AUTHOR: CORDASCO, FRANCESCO

DESCRIPTOR: *EDUCATIONAL IMPROVEMENT; *EDUCATIONAL LEGISLATION; *NON ENGLISH SPEAKING; *PUERTO RICANS; *SPANISH SPEAKING; BILINGUAL EDUCATION

JOURNAL CITATION: INTERNATIONAL MIGRATION REVIEW; 9; 3; 379-82

ACCESSION NUMBER: EJ125526

PUBLICATION DATE: F 75

TITLE: CHARACTERISTICS OF DRUG USE AMONG MEXICAN-AMERICAN STUDENTS

PERSONAL AUTHOR: GUINN, ROBERT

DESCRIPTOR: *HIGH SCHOOL STUDENTS; *MEXICAN AMERICANS; *DRUG ABUSE; *EDUCATIONAL NEEDS; *PREDICTOR VARIABLES; RESEARCH PROJECTS; SOCIOECONOMIC BACKGROUND; STUDENT ATTITUDES; INDIVIDUAL CHARACTERISTICS

STUDY OF DRUG USE AMONG 254 MEXICAN-AMERICAN HIGH SCHOOL STUDENTS. INVESTIGATED DRUG USE IN RELATIONSHIP TO SOCIOECONOMIC STATUS, ATTITUDES TOWARD DRUGS, SCHOOL RELATED VARIABLES, AND DEMOGRAPHIC FACTORS. RESULTS INDICATE THE MEXICAN-AMERICAN DRUG USER DIFFERED FROM THE GROUP NORMAL FROM WHICH HE/SHE WAS DRAWN WITH REGARD TO THE ASPECTS INVESTIGATED. (AUTHOR)

JOURNAL CITATION: JOURNAL OF DRUG EDUCATION; 5; 3; 235-241

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ACCESSION NUMBER: EJ126071

PUBLICATION DATE: SUM 75

TITLE: SPANISH AMERICAN FOLKLORE AND THE ARTS

PERSONAL AUTHOR: DE CID, DOLORES; SMITH, W. FLINT

DESCRIPTOR: *CULTURAL AWARENESS; *LATIN AMERICAN CULTURE; *SPANISH AMERICAN LITERATURE; *CROSS CULTURAL STUDIES; INSTRUCTIONAL MATERIALS; SPANISH AMERICANS; SPANISH; SECOND LANGUAGE LEARNING; ETHNOCENTRISM

IDENTIFIER: *PURDUE UNIVERSITY

A COURSE IN SPANISH-AMERICAN FOLKLORE AND THE ARTS IS OFFERED IN ENGLISH AT PURDUE. IT AIMS TO ACQUAINT STUDENTS WITH DEVELOPMENT OF FOLKLORE AND ARTS IN LATIN AMERICA AND TO INCREASE AWARENESS OF AND RECEPTIVITY TO LATIN AMERICA AND ITS PEOPLE. PROCEDURES, INSTRUCTIONAL MATERIALS, STUDENT EVALUATION AND RESULTS ARE DISCUSSED. (CHK)

JOURNAL CITATION: NALLD JOURNAL; 9; 4; 7-20

ACCESSION NUMBER: EJ126378

PUBLICATION DATE: SEP 75

TITLE: THE UBIQUITY OF BIG BROTHER

PERSONAL AUTHOR: LONGSTRETH, LANGDON E.; AND OTHERS

DESCRIPTOR: *ELEMENTARY SCHOOL STUDENTS; *SIBLINGS; *MEXICAN AMERICANS; *CAUCASIANS

IDENTIFIER: *PHYSICAL ACTIVITY

THE INFLUENCE OF AN OLDER BROTHER ON THE PHYSICAL ACTIVITY OR PASSIVITY OF YOUNGER BROTHERS AND SISTERS WAS EXAMINED THROUGH TEACHER OBSERVATIONS OF CHILDREN IN KINDERGARTEN THROUGH SIXTH GRADE AND THROUGH SELF REPORTS OF COLLEGE STUDENTS. STUDY INCLUDED WHITES AND MEXICAN AMERICANS. (CW)

JOURNAL CITATION: CHILD DEVELOPMENT; 46; 3; 769-772

ACCESSION NUMBER: EJ126405

PUBLICATION DATE: WIN 73

TITLE: "THE CHICANO CULTURAL REVOLUTION"

PERSONAL AUTHOR: ALURISTA

DESCRIPTOR: *CULTURE CONFLICT; *MEXICAN AMERICANS; *REVOLUTION; *SOCIAL ATTITUDES; COLONIALISM; CONFLICT RESOLUTION; DISSENT; SOCIAL ACTION; SOCIAL PROBLEMS

IDENTIFIER: *CHICANOS

JOURNAL CITATION: DE COLORES, JOURNAL OF EMERGING RAZA PHILOSOPHIES; 1; 1; 23-33

ACCESSION NUMBER: EJ126411

PUBLICATION DATE: 75

TITLE: THE FIRST NATIONAL SYMPOSIUM ON CHICANO LITERATURE AND CRITICAL ANALYSIS: AN OVERVIEW

PERSONAL AUTHOR: CONDE, DAVID

DESCRIPTOR: *CONTENT ANALYSIS; *LITERARY CRITICISM; *MEXICAN AMERICANS; *SYMPOSIA; LITERATURE; SPANISH AMERICAN LITERATURE

IDENTIFIER: *CHICANO LITERATURE

THE ARTICLE PRESENTS A BRIEF OVERVIEW OF 5 PAPERS WHICH COVER SUCH AREAS AS CHICANO POETRY, NOVEL, DRAMA, AND POPULAR FOLKLORE HUMOR. (NQ)

JOURNAL CITATION: DE COLORES, JOURNAL OF EMERGING RAZA PHILOSOPHIES; 1; 4; 6-9

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ACCESSION NUMBER: EJ126982

PUBLICATION DATE: F 75

TITLE: AN INVESTIGATION OF TEST BIAS FOR MEXICAN-AMERICAN COLLEGE STUDENTS

PERSONAL AUTHOR: GOLDMAN, ROY D.; HEWITT, BARBARA NEWLIN

DESCRIPTOR: *GRADE POINT AVERAGE; *GRADE PREDICTION; *PREDICTIVE ABILITY (TESTING); *TEST BIAS; *MEXICAN AMERICANS; STANDARDIZED TESTS; ANGLO AMERICANS; HIGHER EDUCATION

HIGH SCHOOL GPA AND SCHOLASTIC APTITUDE TEST V AND M SCALES WERE USED TO PREDICT COLLEGE GPA FOR MEXICAN-AMERICAN AND ANGLO-AMERICAN COLLEGE STUDENTS. RESULTS INDICATED THAT REGRESSION SYSTEMS WERE ESSENTIALLY PARALLEL FOR BOTH GROUPS, WITH VIRTUALLY NO DIFFERENCE IN INTERCEPTS, THOUGH PREDICTION OF ANGLO GPA APPEARED SLIGHTLY MORE ACCURATE. (AUTHOR/BJG)

JOURNAL CITATION: JOURNAL OF EDUCATIONAL MEASUREMENT; 12; 3; 187-96

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    ED101906
    EJ123152
URBAN AREAS
    ED110578
USE STUDIES
    ED107291
VALIDITY
    ED106044
VALUES
    ED104596
VERBAL ABILITY

ED110934
VERBAL COMMUNICATION
  EJ119630
VERBAL DEVELOPMENT
  EJ123113
VOCABULARY
  ED110934
  ED111878
  EJ112697
  EJ114281
  EJ116213
VOCABULARY DEVELOPMENT
  ED106244
  ED114234
VOCATIONAL ADJUSTMENT
  ED100538
  ED100540
  ED100541
VOCATIONAL DEVELOPMENT
  ED101156
VOTING
  EJ119808
WESTERN CIVILIZATION
  ED099152
WORD LISTS
  EJ114673
WORD RECOGNITION
  ED109885
WORKBOOKS
  ED108500
YOUTH PROGRAMS
  ED100541

# PART IV: LIST OF STANDING ORDER MICROFICHE COLLECTIONS

# AND

# ORDER FORM FOR EDRS

# DIRECTORY

# of

# ERIC MICROFICHE COLLECTIONS

September 1975

ERIC PROCESSING AND REFERENCE FACILITY
*OPERATED FOR* THE NATIONAL INSTITUTE OF EDUCATION
*by* Operations Research, Inc., Information Systems Division
4833 RUGBY AVENUE, SUITE 303, BETHESDA, MARYLAND 20014

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# INTRODUCTION

This Directory of ERIC Microfiche Collections is based primarily on the current "Standing Order" customer list of the ERIC Document Reproduction Service (EDRS). "Standing Order" customers are defined as those organizations which have placed orders/subscriptions with EDRS to receive, on a regular and continuous basis, the entire microfiche output (about 12,000 titles on 20,000 microfiche per year, at current rates).

It must be understood, however, that the EDRS "Standing Order" list constantly fluctuates somewhat as new orders are placed, old orders are cancelled, or purchase orders run out (or are reactivated as a result of running out). This Directory lists, therefore, a total of 643 organizations which are currently receiving regular monthly shipments of ERIC microfiche from EDRS or which are otherwise known to possess extensive ERIC microfiche collections. "Ship To" addresses for their organizations are listed in a basic arrangement by geographic location, e.g., states of the United States--Alabama to Wyoming--followed by foreign organizations. Organizations are listed by city within each state.

Not all organizations appearing on this list are open to the public; nor do they all necessarily include complete collections of the earlier documents. Where there is any doubt as to the accessibility or extent of a given microfiche collection, it is advisable to make inquiries in advance of a visit.

This Directory has been prepared for the National Institute of Education (sponsors of ERIC) by the ERIC Processing and Reference Facility, as a reference for the use of the ERIC network, associated organizations, and other interested parties. Inquiries concerning this list can be addressed to the Facility at the address shown on the cover. However, inquiries concerning the availability of ERIC microfiche, on either a standing order or on-demand basis, should be addressed directly to EDRS at the following address:

ERIC Document Reproduction Service (EDRS)
Customer Service
P. O. Box 190
Arlington, Virginia 22210
Telephone: (703) 841-1212

## Alabama

**Auburn University**
Ralph Brown Draughton Library
Serials Department
Auburn, Alabama 36830

**Samford University**
Library
800 Lakeshore Drive
Birmingham, Alabama 35209

**University of Alabama in Birmingham**
University College Library
1919 7th Avenue, South
Birmingham, Alabama 35233

**U.S. Army Aviation TNG Library**
DABTO 1-75-M-B938
Fort Rucker, Alabama 36360

**Jacksonville State University**
Thomas Freeman Ramona Wood Library
Jacksonville, Alabama 36265

**Livingston University**
Julia Tutwiler Library
Livingston, Alabama 35470

**University of South Alabama**
307 Gaillard Drive
Mobile, Alabama 36608

**University of Montevallo**
Carmichael Library
Montevallo, Alabama 35115

**Alabama State University**
G.W. Trenholm Library
Montgomery, Alabama 36104

**Auburn University at Montgomery**
Library
Montgomery, Alabama 36109

**Alabama Agricultural And Mechanical University**
Joseph F. Drake Memorial Library
Normal, Alabama 35762

**Troy State University**
Library
Troy, Alabama 36081

**University of Alabama**
Library
University, Alabama 35486

## Alaska

**Anchorage Higher Education Consortium**
Library
3211 Providence Avenue
Anchorage, Alaska 99504

**University of Alaska-Juneau**
Library
Auke Bay, Alaska 99821

**University of Alaska**
Elmer E. Rasmuson Library
Fairbanks, Alaska 99701

**Alaska State Library**
Department of Education
State Capitol Building
Juneau, Alaska 99801

## Arizona

**Northern Arizona University**
University Library
Flagstaff, Arizona 86001

**Arizona State Department of Education**
Research Coordinating Unit
1535 West Jefferson, 3rd Floor
Phoenix, Arizona 85007

**Arizona State University**
Hayden Library
Tempe, Arizona 85281

**Pima College**
Library
2202 W. Anklam Road
Tucson, Arizona 85709

**University of Arizona**
Library - Social Science Division
Tucson, Arizona 85721

## Arkansas

**Ouachita Baptist University**
Riley Library
Arkadelphia, Arkansas 71923

**State College of Arkansas**
Torreyson Library
Conway, Arkansas 72032

**University of Arkansas**
University Library
Serials Department
Fayetteville, Arkansas 72701

**University of Arkansas at Little Rock**
33rd and University Avenue
Little Rock, Arkansas 72204

**Southern State College**
Library
Magnolia, Arkansas 71753

**Arkansas Polytechnic College**
Library
Russellville, Arkansas 72801

**Arkansas State University**
Dean B. Ellis Library
State University, Arkansas 72467

## California

**Azusa Pacific College**
Marshburn Memorial Library
Azusa, California 91702

**California State College - Bakersfield**
9001 Stockdale Highway
Bakersfield, California 93309

**University of California - Berkeley**
Education/Psychology Library
Berkeley, California 94720

**California State University - Chico**
Library
Chico, California 95926

**Claremont College**
Honnold Library
Documents Department
Claremont, California 91711

**Contra Costa County Department of Education**
Access Information Center
2371 Stanwell Drive
Concord, California 94520

**California State College - Dominguez Hills**
Library - Serials Department
1000 East Victoria Street
Dominguez Hills, California 90747

**Los Angeles County Superintendent of Schools**
Division of Program Evaluation, Research Services
9300 E. Imperial Highway
Downey, California 90242

**California State University - Fresno**
Library
Fresno, California 93740

**California State University - Fullerton**
Library
800 North State College Boulevard
Fullerton, California 92634

**Fullerton College**
Library
321 East Chapman Avenue
Fullerton, California 92634

**California State University - Hayward**
Library
25800 Hillary Street
Hayward, California 94542

**University of California - La Jolla**
University Library
La Jolla, California 92037

**California State University - Long Beach**
Library
6101 East 7th Street
Long Beach, California 90840

**Southwest Regional Laboratory for Educational Research and Development**
4665 Lampson Avenue
Los Alamitos, California 90720

**California State University - Los Angeles**
John F. Kennedy Memorial Library
5175 State College Drive
Los Angeles, California 90032

**ERIC Clearinghouse For Junior Colleges**
University of California
96 Powell Library Building
Los Angeles, California 90024

**University of Southern California**
Library
University Park
Los Angeles, California 90007

**Pepperdine University**
Payson Library
24255 Pacific Coast Highway
Malibu, California 90265

**California State University - Northridge**
Library
18111 Nordhoff Street
Northridge, California 91324

**Ambassador College**
Library
300 West Green Street
Pasadena, California 91123

**California State Polytechnic University - Pomona**
Kellogg-Voorhis Library
3801 West Temple Avenue
Pomona, California 91768

**San Mateo County Board of Education**
Education Resources Center
333 Main Street
Redwood City, California 94063

**University of California - Riverside**
Library
Riverside, California 92507

**California State College - Sonoma**
Library
1801 East Cotati Avenue
Rohnert Park, California 94928

**California State Department of Education**
Vocational Education Resources Information Center
1025 P Street, Room 209
Sacramento, California 95814

**California State University - Sacramento**
Library
6000 J Street
Sacramento, California 95819

**California State College**
San Bernardino Library
5500 State College Parkway
San Bernardino, California 92407

**San Diego County Department of Education**
Superintendent of Schools
6401 Linda Vista Road
San Diego, California 92111

**San Diego State University**
Library
5402 College Avenue
San Diego, California 92115

**U.S. International University**
Elliott Campus Library
8655 Pomerado Road
San Diego, California 92124

**Far West Laboratory for Educational Research and Development**
Library
1855 Folsom Street
San Francisco, California 94103

**San Francisco Public Library**
Larkin & Fulton Streets
San Francisco, California 94102

**San Francisco State University**
Library
1630 Holloway Avenue
San Francisco, California 94132

**San Jose State University**
Library
125 South Seventh Street
San Jose, California 95192

**California State Polytechnic University - San Luis Obispo**
Library
San Luis Obispo, California 93401

**University of California - Santa Barbara**
Serials Library
Santa Barbara, California 93106

**ERIC Clearinghouse on Information Resources**
Stanford University
Center for Research and Development in Teaching
Stanford, California 94305

**University of the Pacific**
Library
Stockton, California 95204

**California State College - Stanislaus**
Library
800 Monte Vista Avenue
Turlock, California 95380

**Whittier College**
13729 Earlham Drive
Whittier, California 92307

### Colorado

**ERIC Clearinghouse for Social Studies/Social Science Education**
855 Broadway
Boulder, Colorado 80302

**University of Colorado**
Education Library
Boulder, Colorado 80302

**Education Commission of the States**
1860 Lincoln Street, Suite 300
Denver, Colorado 80203

**U.S. Office of Education/DHEW**
Region VIII
Federal Building
19th & Stout Street
Denver, Colorado 80202

**University of Denver**
Library - Serials Department
Denver, Colorado 80210

**Colorado State University**
Library
Fort Collins, Colorado 80521

**University of Northern Colorado**
Library
Greeley, Colorado 80639

**Western State College**
Library
Gunnison, Colorado 81230

**Northern Colorado Board of Cooperative Educational Services**
Information Retrieval Center
830 South Lincoln
Longmont, Colorado 80501

### Connecticut

**University of Bridgeport**
Magus Wahlstrom Library
Bridgeport, Connecticut 06602

**Southern Connecticut State College**
H. C. Buley Library
501 Crescent Street
New Haven, Connecticut 06515

**Area Cooperative Educational Services**
Educational Resources Center
800 Dixwell Avenue
North Haven, Connecticut 06511

**University of Connecticut**
Wilbur Cross Library
Storrs, Connecticut 06268

**Capitol Region Education Council**
443 Windsor Avenue
Windsor, Connecticut 06095

### Delaware

**Delaware State Department of Public Instruction**
Departmental Library
John G. Townsend Building
Dover, Delaware 19901

### District of Columbia

**American University**
Library
318 Asbury Building
Washington, DC 20016

**Catholic University of America**
Library
Washington, DC 20017

**D.C. Public Schools**
Division of Planning Research and Evaluation
Research Information Center
415 12th Street, N.W., Room 1013
Washington, DC 20004

**D.C. Teachers College**
Library
Wilson Building
1100 Harvard Street, N.W.
Washington, DC 20009

**Department of Health, Education, and Welfare**
Department Library
Room 1436 North Building
330 Independence Avenue, S.W.
Washington, DC 20202

**ERIC Clearinghouse on Teacher Education**
American Association of Colleges for Teacher Education
1 Dupont Circle, N.W., Suite 616
Washington, DC 20036

**ERIC Clearinghouse on Higher Education**
George Washington University
1 Dupont Circle N.W., Suite 630
Washington, DC 20036

**Federal City College**
Educational Materials Center
Graduate Division
Victor Building
724 Ninth Street, N.W.
Washington, DC 20000

**Gallaudet College**
Edward Miner Gallaudet Memorial Library
7th & Florida Avenue N.E.
Washington, DC 20002

**Library of Congress**
Science Reading Room
First and Independence Avenue, S.E.
Annex, Room 5006
Washington, DC 20540

**Library of Congress**
Microform Reading Room
First Street and Independence Avenue, S.E.
Main Building, Room 140-b
Washington, DC 20540

**National Education Association**
Research Division
1201 16th Street, N.W., Room 522
Washington, DC 20036

**National Institute of Education**
Education Research Library
1832 M Street N.W.
Washington, DC 20208

**National Institute of Education**
Education Branch Library
400 Maryland Avenue, S.W. Room A-038
Washington, DC 20202

**U.S. Office of Education/DHEW**
Bureau of Occupational and Adult Education
Regional Office Building, Rm. 5020
7th and D Streets, S.W.
Washington, DC 20202

**Washington Technical Institute**
4100 Connecticut Avenue, N.W.
Washington, DC 20008

### Florida

**Florida Atlantic University**
Library
Boca Raton, Florida 33432

**University of Miami**
Otto G. Richter Library
Coral Gables, Florida 33124

**Broward County School Board**
Materials Center
Fort Lauderdale, Florida 33310

**Nova University**
Hutchinson Library
3301 College Avenue
Fort Lauderdale, Florida 33314

**Indian River Community College**
Library
South 35th Street and Cortez Boulevard
Fort Pierce, Florida 33450

**University of Florida**
Education Library
Norman Hall
Gainesville, Florida 32611

**Duval County Schools**
Educational Media Center
1741 Francis Street
Jacksonville, Florida 32209

**Florida International University**
Library - Serials Department
Tamiami Trail
Miami, Florida 33144

**Miami-Dade Community College**
Library - Downtown Campus
300 N.E. 2nd Avenue
Miami, Florida 33132

**Miami-Dade Community College-South**
South Campus Library-Periodicals
11011 S.W. 104th Street
Miami, Florida 33156

**Miami-Dade Community College**
Periodical Department
11380 N.W. 27th Avenue
Miami, Florida 33167

**Marion County Schools**
Professional Library
406 S.E. Alvarez Avenue
Ocala, Florida 32670

**Florida Technological University**
Library
Orlando, Florida 32816

**University of West Florida**
Library - Periodicals
Pensacola, Florida 32504

**Florida State Department of Education**
Knott Building
Tallahassee, Florida 32304

**Florida State University**
Library
Tallahassee, Florida 32306

**University of South Florida**
Library
Tampa, Florida 33606

### Georgia

**Albany State College**
Margaret Rood Hazard Library
Albany, Georgia 31705

**Georgia Southern College**
Alma Center
Alma, Georgia 31510

**Georgia Southwestern College**
James Earl Carter Library
Americus, Georgia 31709

**University of Georgia**
Library
Athens, Georgia 30601

**Georgia State Department of Education**
156 Trinity Avenue S.W., Room 318
Atlanta, Georgia 30303

**Georgia State University**
Library
104 Decatur, S.E.
Atlanta, Georgia 30303

**Mercer University in Atlanta**
Library
3000 Flowers Road
Atlanta, Georgia 30341

**Oglethorpe College**
Library
4484 Peachtree Road, N.E.
Atlanta, Georgia 30319

**Augusta College**
Library - Serials Section
2500 Walton Way
Augusta, Georgia 30904

**West Georgia College**
Sanford Library
Carrollton, Georgia 30117

**Columbus College**
Library
Algonquin Drive
Columbus, Georgia 31907

**North Georgia College**
Library
Dahlonega, Georgia 30533

**Fort Gordon**
Woodworth Library, Building 33500
Fort Gordon, Georgia 30905

**Georgia College**
Library
Milledgeville, Georgia 31061

**Berry College**
Memorial Library
Mount Berry, Georgia 30149

**Savannah State College**
State College Branch
Library-Periodicals
Savannah, Georgia 31404

**Georgia Southern College**
Library
Statesboro, Georgia 30458

**Valdosta State College**
Richard H. Powell Library
Valdosta, Georgia 31601

### Hawaii

**University of Hawaii**
Library
Honolulu, Hawaii 96822

**Church College of Hawaii**
Ralph E. Woolley Library
Laie, Oahu, Hawaii 96762

### Idaho

**Idaho State Department of Education**
200 State Office Building
650 W. State Street
Boise, Idaho 83702

**Idaho State University**
Library
Pocatello, Idaho 83201

### Illinois

**Illinois State University**
Library - Serials Department
Bloomington - Normal, Illinois 61761

**Southern Illinois University**
Library - Serials Department
Carbondale, Illinois 62901

**Eastern Illinois University**
Booth Library
Charleston, Illinois 61920

**Chicago State University**
Library
95th Street and King Drive
Chicago, Illinois 60628

**Loyola University**
Julia D. Lewis Library
820 North Michigan, Room 1200
Chicago, Illinois 60611

**Northeastern Illinois University**
Library (CICS)
Bryn Mawr at St. Louis Avenue
Chicago, Illinois 60625

**U.S. Office of Education/DHEW**
Region V
226 West Jackson Boulevard
Chicago, Illinois 60607

**University of Chicago**
Library - Serials Records Department
Chicago, Illinois 60637

**University of Illinois at Chicago Circle**
Library
Chicago, Illinois 60680

**ERIC Clearinghouse in Career Education**
Northern Illinois University
204 Gabel Hall
Dekalb, Illinois 60115

**Northern Illinois University**
Swen Franklin Parson Library
Dekalb, Illinois 60115

**Southern Illinois University**
Lovejoy Library
Edwardsville, Illinois 62025

**National College of Education**
Library
2840 Sheridan Road
Evanston, Illinois 60201

**Northwestern University**
Library
Evanston, Illinois 60201

**Western Illinois University**
Memorial Library
Macomb, Illinois 61455

**Moraine Valley Community College**
10900 South 88th Avenue
Palos Hills, Illinois 60465

**Governors State University**
University Library
Park Forest South, Illinois 60466

**Bradley University**
Library
1501 West Bradley Avenue
Peoria, Illinois 61606

**Concordia Teachers College**
Klinck Memorial Library
7400 Augusta Street
River Forest, Illinois 60305

**Illinois Office of Education**
Media and Resources Center
100 North First Street
Springfield, Illinois 62777

**Sangamon State University**
Library - Documents Department
Springfield, Illinois 62708

**ERIC Clearinghouse on Early Childhood Education**
University of Illinois, College of Education
805 West Pennsylvania Avenue
Urbana, Illinois 61801

**ERIC Clearinghouse on Reading and Communication Skills**
National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801

**University of Illinois**
Library - Documents Division
Urbana, Illinois 61801

### Indiana

**Indiana University**
School of Education Library
Bloomington, Indiana 47401

**School Research Information Service (SRIS)**
Phi Delta Kappa
8th and Union Street
Bloomington, Indiana 47401

**University of Evansville**
Library
Evansville, Indiana 47702

**Saint Francis College**
Library
2701 Spring Street
Fort Wayne, Indiana 46808

**Purdue University**
Library - Serials Unit
Lafayette, Indiana 47907

**Ball State University**
Library
Muncie, Indiana 47306

**University of Notre Dame**
Memorial Library
Notre Dame, Indiana 46556

**Indiana State University**
Cunningham Memorial Library
Terre Haute, Indiana 47809

### Iowa

**Iowa State University**
Library
Ames, Iowa 50010

**University of Northern Iowa**
Library - Serials
Cedar Falls, Iowa 50613

**Drake University**
Cowles Library
28th and University
Des Moines, Iowa 50311

**Iowa State Department of Public Instruction**
Library
Grimes State Office Building
Des Moines, Iowa 50319

**American College Testing Program**
Library
Iowa City, Iowa 52240

**University of Iowa**
Library
Iowa City, Iowa 52242

### Kansas

**Emporia Kansas State College**
William Allen White Library
Emporia, Kansas 66801

**Fort Hays Kansas State College**
Forsyth Library
Hays, Kansas 67601

**University of Kansas**
Library
Periodicals Section
Lawrence, Kansas 66044

**Kansas State University**
Library
Manhattan, Kansas 66506

**Johnson County Community College**
Educational Media Center
College Boulevard and Quivira Road
Overland Park, Kansas 66210

**Kansas State College of Pittsburg**
Porter Library
Pittsburg, Kansas 66762

**Kansas State Department of Education**
120 E. 10th Street
Topeka, Kansas 66612

**Wichita State University**
Library
Wichita, Kansas 67208

### Kentucky

**Western Kentucky University**
Margie Helm Library
Bowling Green, Kentucky 42101

**Kentucky Department of Education**
Professional Library, ERIC Center
State Office Building
Frankfort, Kentucky 40601

**Northern Kentucky State College**
Library
Louis B. Nunn Road
Highland Heights, Kentucky 41076

**University of Kentucky**
Margaret I. King Library
Government Documents Department
Lexington, Kentucky 40506

**University of Louisville**
Main Library
Belknap Campus
Louisville, Kentucky 40208

**Morehead State University**
Johnson Camden Library
Morehead, Kentucky 40351

**Murray State University**
Library
Murray, Kentucky 42071

**Eastern Kentucky University**
John Grant Crabbe Library
Richmond, Kentucky 40478

### Louisiana

**Louisiana State University**
Library - Social Science Division
Baton Rouge, Louisiana 70803

**Louisiana State Department of Education**
Research Coordinating Unit
626 N. Fourth Street
Baton Rouge, Louisiana 70804

**Grambling State University**
Grambling, Louisiana 71245

**Southeastern Louisiana University**
Sims Memorial Library
Hammond, Louisiana 70401

**University of Southwestern Louisiana**
Dupre Library
Lafayette, Louisiana 70501

**McNeese State University**
Frazer Memorial Library
Lake Charles, Louisiana 70601

**Northeast Louisiana University**
Sandel Library
Monroe, Louisiana 71201

**University of New Orleans**
Earl K. Long Library
Lake Front
New Orleans, Louisiana 70122

**Louisiana Technological University**
Prescott Memorial Library
Ruston, Louisiana 71270

**Nicholls State University**
Library
Thibodaux, Louisiana 70301

### Maine

**Maine State Department of Education**
Planning and Evaluation, ERIC Office
State House
Augusta, Maine 04330

**University of Maine**
Raymond H. Fogler Library
Orono, Maine 04473

### Maryland

**Ann Arundel County Public Schools**
Media Service
2644 Riva Road
Annapolis, Maryland 21401

**Johns Hopkins University**
Milton S. Eisenhower Library
Baltimore, Maryland 21218

**Loyola College**
Library
4501 North Charles Street
Baltimore, Maryland 21210

**Maryland State Department of Education**
Media Services Center
B.W.I. Airport
Baltimore, Maryland 21240

**Towson State College**
Albert S. Cook Library - Serials
Baltimore, Maryland 21204

**ERIC Processing and Reference Facility**
Operations Research Inc., Information Systems Division
4833 Rugby Avenue, Suite 303
Bethesda, Maryland 20014

**Bowie State College**
Graduate Division
Library
Bowie, Maryland 20715

**University of Maryland**
College of Education, Room 0102
College Park, Maryland 20742

**University of Maryland**
McKeldin Library
Serials Division
College Park, Maryland 20742

**University of Maryland - Eastern Shore**
Library
Princess Anne, Maryland 21853

**Montgomery County Public Schools**
Educational Materials Laboratory
850 Hungerford Drive, Room A-41
Rockville, Maryland 20850

**Salisbury State College**
Blackwell Library
Salisbury, Maryland 21801

**Western Maryland College**
Library
Westminster, Maryland 21157

### Massachusetts

**University of Massachusetts**
Graduate Research Center
Library
Amherst, Massachusetts 01002

**Boston Public Library**
666 Boylston
Boston, Massachusetts 02117

**Boston State College**
Library
625 Huntington Avenue
Boston, Massachusetts 02115

**Boston University**
School of Education
765 Commonwealth Avenue
Boston, Massachusetts 02215

**Massachusetts Board of Education**
Greater Boston Regional Education Center
Boston, Massachusetts 02133

**Massachusetts Department of Education**
Department Library
182 Tremont Street, 11th Floor
Boston, Massachusetts 02111

**Massachusetts Teachers Association**
20 Ashburton Road
Boston, Massachusetts 02108

**Northeastern University**
Library
360 Huntington Avenue
Boston, Massachusetts 02115

**U.S. Office of Education/DHEW**
Region I
John Fitzgerald Kennedy Federal Building
Boston, Massachusetts 02203

**Bridgewater State College**
Maxwell Library
Bridgewater, Massachusetts 02324

**Northeastern University**
Suburban Campus
Burlington, Massachusetts 01803

**Harvard University**
Graduate School of Education
Monroe C. Gutman Library
Appian Way
Cambridge, Massachusetts 02138

**New England Resources Center for Occupational Education**
44 Battle Street
Cambridge, Massachusetts 02138

**Merrimack Education Center**
101 Mill Road
Chelmsford, Massachusetts 01824

**Boston College**
Library
Chestnut Hill,
Massachusetts 02167

**Fitchburg State College**
Library
Fitchburg, Massachusetts 01420

**Framingham State College**
Henry Whittemore Library
Framingham, Massachusetts 01701

**Lowell State College**
Library
Rolfe Street
Lowell, Massachusetts 01854

**Tufts University**
Wessell Library
Medford, Massachusetts 02155

**Education Development Center**
55 Chapel Street
Newton, Massachusetts 02160

**Pittsfield Regional Education Center**
Project A.B.E. - LEAP
188 South Street
Pittsfield, Massachusetts 01201

**Quincy Public Schools**
Department of Library Services
100 Brooks Avenue
Quincy, Massachusetts 02169

**Salem State College**
Salem, Massachusetts 01970

**Springfield College**
Library
Alden Street
Springfield, Massachusetts 01109

**Career Education Document Information System (CEDIS)**
2 Sunlife Executive Park
100 Worcester Street
Wellesley Hills,
Massachusetts 02181

**Westfield State College**
Library
Westfield, Massachusetts 01085

### Michigan

**ERIC Clearinghouse on Counseling and Personnel Services**
University of Michigan
School of Education, Room 2108
Ann Arbor, Michigan 48104

**University of Michigan**
General Library
Ann Arbor, Michigan 48104

**Andrews University**
James White Library
College Station
Berrin Springs, Michigan 49104

**University of Michigan**
Dearborn Campus Library
4901 Evergreen Road
Dearborn, Michigan 48128

**Detroit Board of Education**
Professional Library
1032 School Center Building
5057 Woodward Avenue
Detroit, Michigan 48202

**Wayne State University**
General Library - Education Division
Detroit, Michigan 48202

**Michigan State University**
Library - Serials Department
East Lansing, Michigan 48823

**Genesee Community College**
Charles Stewart Mott Library
1401 E. Court Street
Flint, Michigan 48503

**Western Michigan University**
Dwight B. Waldo Library
Kalamazoo, Michigan 49001

**Michigan Department of Education**
Library
735 E. Michigan Avenue
Lansing, Michigan 48933

**Northern Michigan University**
Marquette, Michigan 49855

**Central Michigan University**
Library - Documents Section
Mount Pleasant, Michigan 48858

**Oakland Schools**
Resource Center
2100 Pontiac Lake Road
Pontiac, Michigan 48054

**Oakland University**
Kresge Library
Rochester, Michigan 48063

**Wayne County School District**
Professional Resource Center
33030 Van Born Road
Wayne, Michigan 48184

**Eastern Michigan University**
Library
Ypsilanti, Michigan 48197

## Minnesota

**Bemidji State College**
Clark Library
Bemidji, Minnesota 55601

**Mankato State College**
Memorial Library
Maywood & Ellis Street
Mankato, Minnesota 56001

**University of Minnesota**
Library - Serials Records Divison
Minneapolis, Minnesota 55455

**Moorhead State College**
Library - Serials Department
Moorhead, Minnesota 56560

**St. Cloud State College**
Library
St. Cloud, Minnesota 56301

**College of St. Thomas**
O'Shaughnessy Library
Summit and Cleveland
St. Paul, Minnesota 55105

**Winona State College**
Maxwell Library
Winona, Minnesota 55987

## Mississippi

**Delta State University**
Library
Cleveland, Mississippi 38732

**Mississippi State College for Women**
J. C. Fant Library
Columbus, Mississippi 39701

**University of Southern Mississippi**
Library
Hattiesburg, Mississippi 39401

**Jackson State University**
1325 Lynch Street
Jackson, Mississippi 39217

**Mississippi Department of Education**
Educational Media Service
901 Sillers Building
Jackson, Mississippi 39205

**Mississippi State University**
Meridian Branch
5520 Highway 19 North
Meridian, Mississippi 39301

**Mississippi State University**
Mitchell Memorial Library
Mississippi State,
Mississippi 39762

**University of Mississippi**
Library
University, Mississippi 33677

## Missouri

**Southeast Missouri State College**
Kent Library
Cape Girardeau, Missouri 63701

**University of Missouri - Columbia**
University Library
Columbia, Missouri 65201

**Missouri State Department of Education**
Jefferson Building
Jefferson City, Missouri 65101

**Missouri Southern College**
Library
Newman and Duquesne Road
Joplin, Missouri 64801

**Kansas City Technical Education Center**
1215 E. Truman Road
Kansas City, Missouri 64106

**Mid-Continent Regional Education Laboratory**
Resource Center
104 E. Independence Avenue
Kansas City, Missouri 64106

**U.S. Office of Education /DHEW**
Region VII
601 East 12th Street
Kansas City, Missouri 64106

**University of Missouri**
General Library
Kansas City, Missouri 64110

**Northeast Missouri State University**
Pickler Memorial Library
Kirksville, Missouri 63501

**Southwest Missouri State University**
Library
Springfield, Missouri 65802

**St. Louis Board of Education**
Library Services Center
1100 Farrar Street
St. Louis, Missouri 63107

**University of Missouri - St. Louis**
Library - Documents Section
8001 Natural Bridge Road
St. Louis, Missouri 63121

**Washington University**
Library
Audio-Visual Department
St. Louis, Missouri 63130

**Central Missouri State College**
Ward Edwards Library
Warrensburg, Missouri 64093

## Montana

**Eastern Montana College**
Library
Billings, Montana 59101

**Montana State University**
Library
Bozeman, Montana 59715

**Northern Montana College**
Library
Havre, Montana 59501

## Nebraska

**Chadron State College**
Reta King Library
Chadron, Nebraska 69227

**Kearney State College**
Library
Kearney, Nebraska 68847

**University of Nebraska**
Library
Lincoln, Nebraska 68508

**University of Nebraska at Omaha**
Gene Eppley Library
Omaha, Nebraska 68101

**Wayne State College**
Library
Wayne, Nebraska 68787

## Nevada

**University of Nevada - Las Vegas**
Library
Las Vegas, Nevada 89109

**University of Nevada - Reno**
Library
Reno, Nevada 89507

## New Hampshire

**New Hampshire Department of Education**
Statehouse Annex
Concord, New Hampshire 03301

**University of New Hampshire**
Library
Durham, New Hampshire 03824

**Plymouth State College of the University of New Hampshire**
Lamson Library
Plymouth, New Hampshire 03264

## New Jersey

**Educational Improvement Center**
Northwest New Jersey
Halko Drive
Cedar Knolls, New Jersey 07927

**New Jersey Residential Manpower Center**
Occupational Research Center
Building 871
Camp Kilmer
Edison, New Jersey 08817

**Glassboro State College**
SEIMC
Savitz Library
Glassboro, New Jersey 08028

**Jersey City State College**
Forrest A. Irwin Library
Curriculum Materials Center
2039 Kennedy Boulevard
Jersey City, New Jersey 07305

**Rutgers University**
Alexander Library
New Brunswick, New Jersey 08901

**Parsippany Troy Hills Board of Education**
Parsippany, New Jersey 07054

**Phillipsburg Free Public Library**
Phillipsburg, New Jersey 08865

**ERIC Clearinghouse on Tests, Measurement, and Evaluation**
Educational Testing Service
Princeton, New Jersey 08540

**Monmouth County Library**
Eastern Branch
Area Reference Center
Route No. 35
Shrewsbury, New Jersey 07701

**Seton Hall University**
McLaughlin Library
South Orange, New Jersey 07079

**Rider College**
Library
2083 Lawrenceville Road
Trenton, New Jersey 08602

**Trenton State College**
Roscoe L. West Library
Pennington Road
Trenton, New Jersey 08625

**Kean College of New Jersey**
Library
Morris Ave
Union, New Jersey 07083

**Montclair State College**
Harry A. Sprague Library
Upper Montclair, New Jersey 07042

**William Paterson State College**
Library
300 Pompton Road
Wayne, New Jersey 07470

## New Mexico

**Southwestern Cooperative Educational Laboratory, Inc.**
229A Truman, N. E.
Albuquerque, New Mexico 87108

**University of New Mexico**
Zimmerman Library - Serials Department
Albuquerque, New Mexico 87131

**ERIC Clearinghouse on Rural Education and Small Schools**
New Mexico State University
University Park Branch
Las Cruces, New Mexico 88003

**New Mexico State University**
Library
Las Cruces, New Mexico 88001

**New Mexico Highlands University**
Donnelly Library
Las Vegas, New Mexico 87701

**New Mexico State Library**
300 Don Gaspar
Sante Fe, New Mexico 87501

**Western New Mexico University**
Miller Library
Silver City, New Mexico 88061

## New York

**New York State Library**
State Education Building
Albany, New York 12224

**SUNY at Albany**
1400 Washington Avenue
Albany, New York 12302

**Board of Cooperative Educational Services**
6 South Street
Belmont, New York 14813

**SUNY College at Brockport**
Library
Brockport, New York 14420

**Fordham University**
Library
Bronx, New York 10458

**James Monroe High School**
1300 Boynton Avenue
Bronx, New York 10472

**Lehman College**
Library
Bedford Park Boulevard West
Bronx, New York 10468

**Manhattan College**
Cardinal Hayes Library
Periodicals Department
Bronx, New York 10471

**City University of New York**
Brooklyn College Library
Serials Section
Brooklyn, New York 11210

**SUNY at Buffalo**
Lockwood Library
Buffalo, New York 14214

**SUNY College at Buffalo**
E. H. Butler Library
1300 Elmwood Avenue
Buffalo, New York 14222

**Board of Cooperative Educational Services**
Service Center
455 Cuyuga Road
Cheektowaga, New York 14225

**SUNY College at Cortland**
Teaching Materials Center
Education Building, D-206
Cortland, New York 13045

**Board of Cooperative Educational Services**
Library
431 Philo Road
Elmira, New York 14903

**Queens College**
Paul Klapper Library
Flushing, New York 11367

**SUNY College at Fredonia**
Library
Fredonia, New York 14063

**Adelphi University**
Library
Garden City, New York 11530

**SUNY College at Geneseo**
Milne Library
Geneseo, New York 14454

**Long Island University**
Library
Greenvale, New York 11548

**Hofstra University**
Library
Hempstead, New York 11550

**Cornell University**
Albert R. Mann Library
Ithaca, New York 14850

**Queensborough Public Library**
89-11 Merrick Boulevard
Jamaica, New York 11432

**St. Johns University**
Library
Grand Central & Utopia Parkways
Jamaica, New York 11432

**La Guardia Community College**
31-10 Thomson Avenue
Long Island City, New York 11101

# ERIC MICROFICHE COLLECTIONS

**Board of Cooperative Educational Services**
Curriculum Resource Center
County Route 64
Mexico, New York 13114

**Essex, Hamilton, Warren & Washington County Areas**
Educational Center
Mineville, New York 12956

**SUNY College at New Paltz**
Library
New Paltz, New York 12561

**College of New Rochelle**
Library
New Rochelle, New York 10801

**Bank Street College of Education**
Library
610 West 112th Street
New York, New York 10025

**Baruch College**
Library - Serials Division
156 E. 25th Street
New York, New York 10010

**City University of New York**
City College Library
Serials Division
Convent Avenue at W. 135th Street
New York, New York 10031

**City University of New York**
Graduate Studies Division Library
33 W. 42nd Street
New York, New York 10036

**Columbia University**
Teachers College Library
525 W. 120th Street
New York, New York 10027

**ERIC Clearinghouse on Urban Education**
Teachers College
Columbia University
525 West 120th Street
New York, New York 10027

**Hunter College**
Library
695 Park Avenue
New York, New York 10021

**New York Public Library**
8 E. 40th Street
New York, New York 10016

**New York University**
Microform Center
70 Washington Square South
New York, New York 10012

**U.S. Office of Education/DHEW**
Region II
Federal Building C-Room 1013
26 Federal Plaza
New York, New York 10007

**John Coutts Library Services, Inc.**
736 - 738 Cayuga Street
Lewiston, New York 14092

**New York Institute of Technology**
Library
Wheatley Road
Old Westbury, New York 1156

**SUNY College at Old Westbury**
Library
Old Westbury, New York 11568

**SUNY College at Oneonta**
James M. Milne Library
Oneonta, New York 13820

**SUNY College at Oswego**
Penfield Library
Oswego, New York 13126

**Board of Cooperative Educational Services**
Suffolk County Regional Center
201 Sunrise Highway
Patchogue, New York 11772

**Board of Cooperative Educational Services**
John W. Harrold Education Center
Plattsburgh, New York 12901

**SUNY College at Plattsburgh**
Plattsburgh, New York 12901

**SUNY College at Potsdam**
Frederic W. Crumb Memorial Library
Potsdam, New York 13676

**University of Rochester**
Library
Rochester, New York 14627

**Richmond College**
Library
130 Stuyvesant Place
Staten Island, New York 10301

**Wagner College**
Horrman Library
Staten Island, New York 10301

**SUNY at Stony Brook**
Library
Stony Brook, New York 11790

**Rockland Community College**
Library
145 College Road
Suffern, New York 10901

**Syracuse City School District**
910 Erie Boulevard, East
Syracuse, New York 13210

**Syracuse University**
Library
Carnegie Building, Room 210
Syracuse, New York 13210

**Board of Cooperative Educational Services**
Mohawk Region Planning Center
Spring Road
Verona, New York 13470

**Nassau Board of Cooperative Educational Services**
Educational Resource Center
Research Library
1195 Prospect Avenue
Westbury, New York 11590

**Board of Cooperative Educational Services**
Curriculum Research Center
Pinesbridge Road
Yorktown Heights, New York 10598

## North Carolina

**Appalachian State University**
Library
Boone, North Carolina 28607

**University of North Carolina**
Library - Serials Section
Chapel Hill, North Carolina 27514

**Charlotte-Mecklenburg Schools**
Curriculum Resources Center
Charlotte, North Carolina 28201

**University of North Carolina at Charlotte**
UNCC Station
Charlotte, North Carolina 28223

**Western Carolina University**
Hunter Library
Cullowhee, North Carolina 28723

**Elizabeth City State University**
Library
Elizabeth City,
North Carolina 27909

**Fayetteville State University**
Chesnutt Library
Fayetteville, North Carolina 28301

**University of North Carolina at Greensboro**
Walter Clinton Jackson Library
Greensboro, North Carolina 27412

**East Carolina University**
Library
Greenville, North Carolina 27834

**North Carolina State Department of Public Instruction**
Research and Information Center
Education Building
Raleigh, North Carolina 27611

**North Carolina State University**
D.H. Hill Library
Raleigh, North Carolina 27607

## North Dakota

**University of North Dakota**
Chester Fritz Library
ERIC Center
Grand Forks, North Dakota 58201

## Ohio

**University of Akron**
Library
Akron, Ohio 44304

**Ohio University**
Library - Serials Department
Athens, Ohio 45701

**Baldwin - Wallace College**
Ritter Library
Berea, Ohio 44017

**Bowling Green State University**
Library - Serials Department
Bowling Green, Ohio 43403

**University of Cincinnati**
Main Campus Library
Serials Division
Cincinnati, Ohio 45221

**Xavier University**
Library
Victory Parkway & Dana Avenue
Cincinnati, Ohio 45207

**Cleveland State University**
Library - Serials
Cleveland, Ohio 44115

**ERIC Clearinghouse for Science, Mathematics, and Environmental Education**
Ohio State University
1800 Cannon Drive
Columbus, Ohio 43210

**Ohio Education Association**
Professional Development Division
225 East Broad Street
Columbus, Ohio 43215

**Ohio State Department of Education**
781 Northwest Boulevard
Columbus, Ohio 43212

**Ohio State University**
Library - Serials Division
1858 Neil Avenue
Columbus, Ohio 43210

**Ohio State University**
Research Library
Center for Vocational Education
1900 Kenny Road
Columbus, Ohio 43210

**Wright State University**
Library
Colonel Glenn Highway
Dayton, Ohio 45431

**Kent State University**
Library
Kent, Ohio 44242

**Miami University**
Library
Oxford, Ohio 45056

**University of Toledo**
Library
Toledo, Ohio 43606

**Central State University**
Hallie Q. Brown Library
Wilberforce, Ohio 45384

**Youngstown State University**
Library
410 Wick Avenue
Youngstown, Ohio 44503

## Oklahoma

**East Central State College**
Library
Ada, Oklahoma 74820

**Central State University**
Library - ERIC Office
Edmond, Oklahoma 73034

**University of Oklahoma**
Library
401 W. Brooks, Room 130
Norman, Oklahoma 73069

**Oklahoma State Regents for Higher Education**
State Capitol Station
Oklahoma City, Oklahoma 73105

**Oklahoma State University**
Library - Serials Section
Stillwater, Oklahoma 74074

**Northeastern Oklahoma State University**
Library
Tahlequah, Oklahoma 74464

**University of Tulsa**
McFarlin Library
Tulsa, Oklahoma 74104

**Southwestern State College**
Library
Weatherford, Oklahoma 73096

## Oregon

**Southern Oregon College**
Library
1250 Siskiyou Boulevard
Ashland, Oregon 97520

**Oregon State University**
William Jasper Kerr Library
Corvallis, Oregon 97331

**ERIC Clearinghouse on Educational Management**
University of Oregon
Library - South Wing
Eugene, Oregon 97403

**Northwest Regional Educational Laboratory**
400 Lindsay Building
710 S.W. Second Avenue
Portland, Oregon 97204

**Portland State University**
Library
Portland, Oregon 97207

**Oregon Department of Education**
Resources Dissemination Center Library
942 Lancaster Drive N.E.
Salem, Oregon 97310

## Pennsylvania

**Bloomsburg State College**
College Library
Bloomsburg, Pennsylvania 17815

**California State College**
California, Pennsylvania 15419

**Cheyney State College**
L. P. Hill Library
Cheyney, Pennsylvania 19319

**Clarion State College**
Library
Clarion, Pennsylvania 16214

**East Stroudsburg State College**
Kemp Library
East Stroudsburg,
Pennsylvania 18301

**Edinboro State College**
Hamilton Library
Edinboro, Pennsylvania 16412

**Pennsylvania State Library**
Bureau of Technical Services
Education Building, Room 46
Harrisburg, Pennsylvania 17126

**Indiana University of Pennsylvania**
Library
Indiana, Pennsylvania 15701

**Regional Resources Center of Eastern Pennsylvania for Special Education**
443 S. Gulph Road
King of Prussia,
Pennsylvania 19406

**Research and Information Services for Education (RISE)**
198 Allendale Road
King of Prussia,
Pennsylvania 19406

**Kutztown State College**
Library
Kutztown, Pennsylvania 19530

**Lock Haven State College**
Stevenson Library
Lock Haven, Pennsylvania 17745

**Mansfield State College**
Library
Mansfield, Pennsylvania 16933

**Pennsylvania State University**
Library
Capitol Campus
Middletown, Pennsylvania 17057

**Millersville State College**
Ganser Library
Millersville, Pennsylvania 17551

**Bucks County Community College**
Library - Swamp Road
Newtown, Pennsylvania 18940

**Research for Better Schools, Inc.**
Library
1700 Market Street
Philadelphia, Pennsylvania 19103

**Saint Joseph's College**
Library
City Avenue at 54th Street
Philadelphia, Pennsylvania 19131

**School District of Philadelphia**
Pedagogical Library
21st Street South of the Parkway
Philadelphia, Pennsylvania 19103

**Temple University**
Library - Serials Section
Philadelphia, Pennsylvania 19122

**U.S. Office of Education/DHEW**
Region III
401 N. Broad Street
Philadelphia, Pennsylvania 19108

**University of Pittsburgh**
Hillman Library
Pittsburgh, Pennsylvania 15260

**Shippensburg State College**
Library
Shippensburg, Pennsylvania 17257

**Slippery Rock State College**
Maltby Library
Slippery Rock, Pennsylvania 16057

**Pennsylvania State University**
Pattee Library
University Park,
Pennsylvania 16802

**West Chester State College**
Francis Harvey Green Library
West Chester, Pennsylvania 19380

**King's College**
D. Leonard Corgan Library
Wilkes-barre, Pennsylvania 18711

**Wilkes College**
Eugene Shedden Farley Library
Franklin at South Street
Wilkes-barre, Pennsylvania 18703

### Rhode Island

**University of Rhode Island**
Library
Kingston, Rhode Island 02881

**Rhode Island College**
James P. Adams Library
600 Mt. Pleasant Avenue
Providence, Rhode Island 02908

### South Carolina

**Charleston County School District**
Media Center
3 Chisolm Street
Charleston, South Carolina 29401

**Citadel Military College**
Library
Charleston, South Carolina 29409

**Clemson University**
Library
Clemson, South Carolina 29631

**South Carolina State Library**
1500 Senate Drive
Columbia, South Carolina 29201

**Darlington County School District**
Information and Publication Center
255 Blue Street
Darlington, South Carolina 29532

**South Carolina State College**
Miller F. Whittaker Library
Orangeburg, South Carolina 29115

**Winthrop College**
Dacus Library
Rockhill, South Carolina 29730

### South Dakota

**South Dakota State Library**
322 South Fort Street
Pierre, South Dakota 57501

**University of South Dakota**
I. D. Weeks Library
Vermillion, South Dakota 57069

### Tennessee

**Austin Peay State University**
Woodward Library
Clarksville, Tennessee 37040

**Tennessee Technological University**
Jere Whitson Memorial Library
Cookeville, Tennessee 38501

**East Tennessee State University**
Library
Johnson City, Tennessee 37601

**University of Tennessee at Knoxville**
Research Coordinating Unit
909 Mountcastle Street
Knoxville, Tennessee 37916

**Memphis State University**
John Brister Library
Memphis, Tennessee 38111

**Middle Tennessee State University**
Library
Murfreesboro, Tennessee 37130

**Joint University Libraries**
Nashville, Tennessee 37203

**University of Tennessee at Nashville**
Library
323 McLemore Avenue
Nashville, Tennessee 37203

### Texas

**Abilene Christian College**
Library
Abilene, Texas 79501

**Juarez-Lincoln Center**
Library
3001 S. Congress
Austin, Texas 78704

**Southwest Educational Development Laboratory**
211 East Seventh Street
Austin, Texas 78701

**Texas Education Agency**
Resource Center, Library
201 East 11th Street
Austin, Texas 78701

**Texas Information Service**
Education Service Center
Region XIII
6504 Tracor Lane
Austin, Texas 78721

**University of Texas at Austin**
Library
Austin, Texas 78712

**Lamar University**
Library
Beaumont, Texas 77710

**West Texas State University**
Library
Canyon, Texas 79016

**Texas A & M University**
Library
College Station, Texas 77843

**East Texas State University**
Library
Commerce, Texas 75428

**Texas A & I University at Corpus Christi**
Library
Corpus Christi, Texas 78411

**Crystal City Independent School District**
805 East Crockett
Crystal City, Texas 78839

**Dallas Baptist College**
3000 Florina Road
Library
Learning Center
Dallas, Texas 75211

**Dallas Public Library**
1954 Commerce Street
Dallas, Texas 75202

**North Texas State University**
Library
Denton, Texas 76203

**Texas Woman's University**
Library
Denton, Texas 76204

**Pan American University**
Library
Edinburg, Texas 78539

**Education Service Center**
Region XIX
6611 Boeing Street
El Paso, Texas 79925

**University of Texas at El Paso**
Library-Reference Office
El Paso, Texas 79968

**Houston Baptist University**
Houston, Texas 77036

**Texas Southern University**
University Library
3201 Wheeler Avenue
Houston, Texas 77004

**University of Houston**
Library
2700 Bay Area Boulevard
Houston, Texas 77058

**University of Houston**
Library
Cullen Boulevard
Houston, Texas 77004

**Sam Houston State University**
Library
Huntsville, Texas 77340

**University of Dallas**
Library
University of Dallas Station
Irving, Texas 75060

**Central Texas College**
Highway 190 West
Killeen, Texas 76541

**Texas A & I University at Kingsville**
Library
Kingsville, Texas 78363

**Texas A & I University at Laredo**
Library
Laredo, Texas 78040

**Education Service Center**
Region XVII
713 Citizens Tower
Lubbock, Texas 79401

**Texas Technological University**
Library
Lubbock, Texas 70409

**Education Service Center**
Region VIII
100 North Riddle Street
Mount Pleasant, Texas 75455

**Stephen F. Austin State University**
Library
Nacogdoches, Texas 75961

**Ector County Independent School District**
Curriculum Library
Odessa, Texas 79760

**University of Houston at Clear Lake City**
Library
945 E. Shaw
Pasadena, Texas 77502

**Education Service Center**
Region X
Richardson, Texas 75080

**University of Texas at Dallas**
Library
Richardson, Texas 75080

**Angelo State University**
Library
San Angelo, Texas 76901

**Our Lady of the Lake College**
Library
San Antonio, Texas 78285

**Trinity University**
Chapman Graduate Center Library
715 Stadium Drive
San Antonio, Texas 78284

**University of Texas at San Antonio**
4242 Piedras East
San Antonio, Texas 78225

**Southwest Texas State University**
Library
San Marcos, Texas 78666

**Texarkana College**
Palmer Memorial Library
Texarkana, Texas 75501

**Texas College**
Library
Tyler, Texas 75701

**Baylor University**
1919 South First Street
Waco, Texas 76706

**Education Service Center**
Region IX
3014 Old Seymour Road
Wichita Falls, Texas 76309

### Utah

**Utah State University**
Merrill Library
Logan, Utah 84321

**Weber State College**
Library
Ogden, Utah 84403

**Brigham Young University**
Library
Provo, Utah 84602

**University of Utah**
Library
Salt Lake City, Utah 84112

**Utah State Board of Education**
Technical Assistance Reference Center
1400 University Club Building
136 East South Temple Street
Salt Lake City, Utah 84111

### Vermont

**Twin State Educational Information System**
Vermont State Department of Education
Montpelier, Vermont 05602

### Virginia

**Alexandria City Schools**
Nichols Memorial Professional Library
3330 King Street
Alexandria, Virginia 22313

**Arlington County Public Schools**
Professional Library
1426 N. Quincy Street
Arlington, Virginia 22207

**ERIC Clearinghouse on Languages and Linguistics**
Center for Applied Linguistics
1611 North Kent Street
Arlington, Virginia 22209

**Virginia Polytechnic Institute and State University**
Library
Blacksburg, Virginia 24061

**University of Virginia**
Alderman Library
Charlottesville, Virginia 22901

**Fairfax County Public Schools**
Professional Reference Library
3500 Old Lee Highway
Fairfax, Virginia 22030

**George Mason University**
Library
Fairfax, Virginia 22030

**ERIC Clearinghouse on Reading and Communication Skills**
Speech Communication Module
5205 Leesburg Pike
Falls Church, Virginia 22041

**Madison College**
Madison Memorial Library
Harrisonburg, Virginia 22801

**Old Dominion University**
Hughes Library
Norfolk, Virginia 23508

**Virginia State College**
Johnston Memorial Library
Petersburg, Virginia 23803

**ERIC Clearinghouse on Handicapped and Gifted Children**
1920 Association Drive
Reston, Virginia 22091

**Virginia Polytechnic Institute and State University**
Reston Reserve Library
12100 Sunset Hills Road
Reston, Virginia 22090

**Virginia Commonwealth University**
James Branch Cabell Library
901 Park Avenue
Richmond, Virginia 23220

**Virginia State Board of Education**
1312 E. Grace Street
Room 224
Richmond, Virginia 23216

**College of William and Mary**
Earl Gregg Swen Library
Williamsburg, Virginia 23185

### Washington

**Bellevue School District No. 405**
310 - 102nd Avenue, N. E.
Bellevue, Washington 98004

**Western Washington State College**
Wilson Library
Bellingham, Washington 98225

**Eastern Washington State College**
Library
Cheney, Washington 99004

**Central Washington State College**
Victor J. Bouillon Library
Ellensburg, Washington 98926

**Superintendent of Public Instruction**
Library
Old Capitol Building
Olympia, Washington 98504

**Intermediate School District No. 123**
Road 40 and Court Street
Pasco, Washington 99302

**Washington State University**
Library
Pullman, Washington 99163

**Seattle Education Service District No. 110**
110 Crockett Street
Seattle, Washington 98109

**Seattle Pacific College**
Weter Memorial Library
3307 3rd W.
Seattle, Washington 98119

**Seattle School District No. 1**
Planning Research and Evaluation Unit
815 Fourth Avenue N.
Seattle, Washington 98109

**University of Washington**
Library
Seattle, Washington 98195

### West Virginia

**Bluefield State College**
Library
Bluefield, West Virginia 24701

**Appalachia Educational Laboratory, Inc.**
Research and Evaluation Division
Charleston, West Virginia 25325

**West Virginia State Department of Education**
State Office Building No. 6
Charleston, West Virginia 25305

**Glenville State College**
Robert F. Kidd Library
Glenville, West Virginia 26351

**Marshall University**
Huntington, West Virginia 25701

**West Virginia College of Graduate Studies**
Hill Hall
Institute, West Virginia 25112

**West Virginia Institute of Technology**
Library
Montgomery, West Virginia 25136

**West Virginia University**
Human Resources & Education
Special Education Department
805 Allen Hall
Morgantown, West Virginia 26506

**West Virginia University**
Library
Morgantown, West Virginia 26506

## Wisconsin

**Wisconsin State University - Eau Claire**
William D. McIntyre Library
Eau Claire, Wisconsin 54701

**University of Wisconsin - Parkside**
Library
Wood Road
Kenosha, Wisconsin 53140

**University of Wisconsin - La Crosse**
Murphy Library
1631 Pine Street
La Crosse, Wisconsin 54601

**Madison Public Schools**
Educational Reference Library
545 West Dayton Street
Madison, Wisconsin 53703

**University of Wisconsin - Madison**
1000 Bascom Mall
154 Education Building
Madison, Wisconsin 53706

**Wisconsin Board of Vocational Technical and Adult Education**
4802 Sheboygan Avenue
Madison, Wisconsin 53702

**Wisconsin Department of Public Instruction**
Professional Library
126 Langdon Street
Madison, Wisconsin 53714

**University of Wisconsin - Stout**
Robert L. Pierce Library
Menomonie, Wisconsin 54751

**Alverno College**
Library - Serials
3401 South 39th Street
Milwaukee, Wisconsin 53215

**University of Wisconsin - Milwaukee**
Library
2500 E. Kenwood Boulevard
Milwaukee, Wisconsin 53211

**University of Wisconsin - Oshkosh**
Forrest R. Polk Library
Oshkosh, Wisconsin 54901

**Waukesha County Technical Institute**
800 Main Street
Pewaukee, Wisconsin 53072

**University of Wisconsin - Platteville**
Library - Serials
725 West Main Street
Platteville, Wisconsin 53818

**University of Wisconsin - River Falls**
Chalmer Davie Library
River Falls, Wisconsin 54022

**University of Wisconsin - Superior**
Hill Library
Superior, Wisconsin 54880

**University of Wisconsin - White Water**
Library
White Water, Wisconsin 53190

## Wyoming

**Wyoming State Department of Education**
State Office Building - West
Cheyenne, Wyoming 82002

**University of Wyoming**
Library
Laramie, Wyoming 82070

# FOREIGN

## Australia

**University of Queensland**
Main Library
St. Lucia
Brisbane, Australia

**Mount Gravatt Teachers College**
Library
Mount Gravatt Q. 4122, Australia

**University of New England**
Library
Armidale
New South Wales 2351, Australia

**National Library of Australia**
Canberra, Act 2600
Australia

**Macquarie University**
Library
North Ryde
New South Wales 2113
Australia

**Monash University**
Library
Clayton, Victoria 3168
Australia

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